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The effectiveness of the teacher education program of secondary school teachers at the College of the Pacific

Lester Romaine Johnson
University of the Pacific

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College of the Pacific
Stockton, Calif.

THE EFFECTIVENESS OF THE TEACHER EDUCATION
PROGRAM OF SECONDARY SCHOOL TEACHERS
AT THE COLLEGE OF THE PACIFIC

A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific

66 28 JUL

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Lester Romaine Johnson
June 1950

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CHAPTER I

INTRODUCTION

Our nation today is facing unprecedented challenges. All around us we experience a tempo fraught with urgency: Urgency to build more houses, to produce more goods, to recondition our highways, to modernize buildings, to build the H-bomb. But this tempo is not only affecting the material facets of life. Bound within are problems--political, economic, social, and moral--all clamoring for solution. Most recently Einstein stated:

The means to mass destruction are perfected with feverish haste behind the respective walls of secrecy. The H-bomb appears on the public horizon as a probably attainable goal. Its accelerated development has been solemnly proclaimed by the President.

If successful, radioactive poisoning of the atmosphere and hence annihilation of any life on earth has been brought within the range of technical possibilities. . . .¹

Is it possible to find solutions to problems such as these within the material facets of life? "There has been no time in American history when greater dangers threatened or greater opportunities were offered."²

¹Albert Einstein, "Peace in the Atomic Era," New York Times, February 13, 1950.

²Commission on Teacher Education, The Improvement of Teacher Education, (Washington, D. C.: American Council on Education, 1946), p. vii.

If we are to meet this challenge successfully, we must be familiar with the world scene; we must be able to discern what the Germans called the "Zeitgeist"³; we must be competent; we must be resolute; we must be proficient in living and working together cooperatively; we must be willing to give ourselves up to the common cause. Is not the achievement of these objectives the goal of democratic education? It is the extent and means by which we fulfill this challenge that will determine our ability to make the era now opening a great one.

I. THE PROBLEM

Statement of the problem. In recognition of this unprecedented challenge, does the curriculum of the teacher education program of secondary school teachers at the College of the Pacific meet the needs of its candidates? Does the secondary teacher education program adequately equip them to take their place in the secondary schools of today? Are they prepared academically and professionally? Are they prepared for community leadership? It is in an attempt to determine how completely the secondary teacher education program of the College of the Pacific meets the

³Defined by the American College Dictionary as "the spirit of the time." Clarence L. Barnhart, editor, The American College Dictionary. (New York: Random House, 1948), p. 1418.

needs of its graduates that the School of Education of the College of the Pacific has undertaken this study. Hence, this study will attempt to portray the effectiveness of the secondary teacher education program at the College of the Pacific in meeting the needs of its candidates academically, professionally, and in community leadership.

In order to determine the effectiveness of this teacher education program, the study will analyze:

1. The educational and professional status of the College of the Pacific secondary teacher education graduates.
2. Guidance in the secondary teacher education program at the College of the Pacific.
3. The academic education of the secondary teacher education graduates of the College of the Pacific.
4. The professional education of the secondary teacher education graduates of the College of the Pacific.
5. The participation of the secondary teacher education graduates of the College of the Pacific in community activities in the community in which he teaches.

Importance of the study. If this tremendous and unprecedented challenge to educational leadership in a democracy is to be attained, we must have teachers who are equipped for the new tasks.⁴ As stated in a report of a

⁴Karl W. Bigelow, "The Special Education in College of Potential High School Teachers, Teachers College Record, 48:240, January, 1947.

committee of the Conference on the Education of Youth in America:

The colleges and universities of America have a tremendous responsibility for providing contemporary high schools with the kinds of teachers that they must have if they are to accomplish their tasks successfully.⁵

The final report of the Commission on Teacher Education states:

. . . the improvement of teacher education is a critical national necessity, for teachers are the key element in most educational processes. Upon their quality more than on any other factor depends the quality of instruction offered in the schools, the colleges, the universities, and the educational institutions provided for adults.⁶

As expressed by Studebaker:

Regardless of how well-planned the program may be, without a competent instructor to guide its development, the possibilities it has for influencing the pupils' life adjustments are greatly diminished.⁷

Ganders, in the report on teacher education at Syracuse University comments:

The rise of dictatorship in Europe, which challenges the democratic way of life, has reinforced the determination of our people to improve the quality of education. If education serves the ideals and purposes of dictatorships, . . . why can't America's schools better serve democracy and understand children; who can transmit American culture and inspire their pupils to improve it. They want teachers who can develop in their pupils not

⁵Loc. cit.

⁶Commission on Teacher Education, op. cit., p. viii.

⁷J. W. Studebaker, "Teacher Supply and Teacher Preparation," California Journal of Secondary Education, 22:226-267, May, 1947.

only effective minds but also character equal to the demands of leadership in a democracy.⁸

Watson, Cottrell, and Lloyd-Jones maintain:

...no other elements in educational situations are so vitally significant as are the men and women who conduct the schools--the teachers. It is they who must make the most of existing opportunities and conditions. It is they who select, employ, and interpret the books, maps, movies, recordings, and other aids to instruction. Above all, it is they who day in and day out, year in and year out, influence by their conduct and example the thought and behavior of America's boys and girls. And as these boys and girls steadily extend the average period of teachers, for good or for evil steadily mounts.⁹

Again the Commission on Teacher Education states:

The conclusion is inescapable. The quality of teachers is--or should be--a matter of deepest social concern. The nation risks its entire future if it entrusts its children to the charge of men and women who are not intelligent, not informed, not skillful, not democratic, not devoted to young people and to their own calling. The nation needs teachers who are superbly fitted to their important task.¹⁰

The Commission on Teacher Education concludes:

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends--not exclusively, but in critical measure upon the quality of their education. The quality of their education depends, more than upon any other single

⁸Harry S. Ganders, "Organization of an All-University School of Education, "A Functional Program of Teacher Education," (Washington, D. C.: American Council on Education, 1941), p. 3.

⁹G. Watson, D. P. Cottrell, E. Lloyd-Jones, Redirecting Teacher Education, (New York: Bureau of Publication, Teachers College, Columbia University, 1938) p. 1.

¹⁰Commission on Teacher Education, op. cit., p. 246-247.

factor, upon the quality of their teachers.¹¹

If we are to staff our schools with such teachers, who must assume the responsibility for their education? The Commission on Teacher Education declares in its final report: ". . . that quality is largely determined by the excellence of the arrangements provided for the education of teachers."¹² Studebaker says concerning this responsibility, "The responsibility for pre-service training rests largely with the training institutions; . . ."¹³

In its Statement of Purposes, the Commission on Teacher Education states: ". . . who these teachers are, and what they are, turns directly upon the effectiveness of the arrangements that we make for their education."¹⁴

With the growing recognition of the basic importance of teacher education in society today, efforts for improvement therein must be intensified. As voiced by Englemen:

As we depended upon the military organizations to win the war, in large measure we now must depend on

¹¹Commission on Teacher Education, Teachers for Our Times, (Washington, D. C.: American Council on Education, 1944), p. 2.

¹²Commission on Teacher Education, The Improvement of Teacher Education, (Washington, D. C.: American Council on Education, 1946), pp. 246-247.

¹³Studebaker, op. cit., p. 267.

¹⁴Commission on Teacher Education, Teachers for Our Times, (Washington, D. C.: American Council on Education, 1944), p. 2.

education to solve the problems of peace. Education can meet this obligation only by eliminating the obsolete and substituting that which functions.¹⁵

In an address given by Elsbree we find:

To stand still is perilous if not suicidal, and for institutions and professions to drift aimlessly along is to lose their opportunity for service as well as to jeopardize their influence and prestige. Hence it is important for those of us who are engaged in teaching and for society in general to examine our present status, and consciously and deliberately seek to take the right measures toward improving it.¹⁶

In a report at the Bowling Green Conference, Connell stated:

The improvement of teacher education is of the greatest national importance for the United States is facing unprecedented challenges. If students in teachers colleges must acquire knowledge, skill, and understanding. They must be so guided that they will have sound purposes, devotion to the common welfare, and ability to live and work together cooperatively . . . If we are to have democracy, we must do more than teach the principles of democratic living theoretically. We must provide an environment wherein it may be practiced.¹⁷

In a committee report at the Conference on The Education of Youth in America, held at Teachers College, Columbia

¹⁵P. E. Engleman, "Needed Improvements in the Educational Program for Teacher Education, Yearbook of the American Association for Teacher Education--1948, (Oneonta, N. Y.: The American Association of Colleges for Teacher Education, 1948), p. 153.

¹⁶Willard S. Elsbree, "Next Steps for the Teaching Profession, Teachers College Record, 47:4, January, 1946.

¹⁷Zonna Z. Connell, "Faculty-Student Relations in Teacher Education, The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1949), p. 124.

University, we find:

The colleges and universities of America have a tremendous responsibility for providing contemporary high schools with the kinds of teachers that they must have ¹⁸ if they are to accomplish their tasks successfully . . .

The need for this investigation. If the secondary teacher education program at the College of the Pacific is to make an effective contribution to its graduates, a functional program is essential. Dewey has said:

If education is growth, it must progressively realize present possibilities, and thus make individuals better fitted to cope with later requirements. Growing is not something which is completed in odd moments; it is a continuous leading into the future. If the environment, school and out, supplies conditions which utilize adequately the present capacities of the immature, the future which grows out of the present is surely taken care of . . . Because the need of preparation for a continually developing life is great, it is imperative that every energy should be bent to making the present experience as rich and significant as possible. Then as the present emerges insensible into the future, the future is taken care of. ¹⁹

Charters and Waples have said:

A vast body of fact and opinion is available for the training of teachers. Hundreds of thousands of books and as many unrecorded experiences organized into many different branches of knowledge are potential content for the teacher-training curriculum. From this wide range of scholarship numerous suggestions, leads, and applications have been drawn for the aid of teachers. Psychology, sociology, physiology, philosophy, medicine,

¹⁸Karl W. Bigelow, "The Special Education in College of Potential High School Teachers," Teachers College Record, 48:241-242, January, 1947.

¹⁹John Dewey, Democracy and Education, (New York: Macmillan Co., 1916), p. 85.

and ethics--all have made substantial contributions to educational theory and practice, and this cross-fertilization will continue to grow in extent and value.

There is needed, however, a basis for selection from this unwieldy mass of information, too large for assimilation in a lifetime. The most drastic selection is demanded, and the basis for selection must be some measure of the value of each item.²⁰

Cognizant of this challenge and responsibility, this study has been undertaken.

II. REVIEW OF THE LITERATURE

Studies of college and university curricula in the education of teachers emphasize the importance of teacher education. The analytical consideration of professional education received its impulse from the early studies by the Carnegie Foundation for the Advancement of Teaching. From 1920 to 1927, the Commonwealth Fund made a number of annual grants to support studies of schools and school procedures. In 1929, The Commonwealth Teacher-Training Study under the direction of W. W. Charters and Douglas Waples was published. No doubt, this represented one of the most exhaustive studies in teacher education thus far to be made.

During the nineteen-thirties, a notable and widespread interest in teacher education and its improvement was

²⁰W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study, (Chicago: The University of Chicago Press, 1929), p. 3.

manifested throughout the country. Studies in elementary, 21, 22 secondary, 23 and higher education 24, 25 emphasized the crucial significance of the teacher, of his preparation, and of his professional development in service. 26, 27, 28 Among the various studies the most relevant was undoubtedly the exhaustive National Survey of Teacher Education conducted

²¹National Education Association. Department of Elementary School Principals. Appraising the Elementary School Program. (Washington: National Education Association, 1937).

²²New York State Association of Elementary School Principals Committee on Informal Teaching, Cardinal Objectives in Elementary Education. (New York: University of the State of New York, 1935).

²³National Education Association. Department of Secondary School Principals Commission on Orientation of Secondary Education, Functions of Secondary Education. Washington: National Education Association, 1937).

²⁴Walter Crosby Kells, Surveys of American Higher Education. (New York: The Carnegie Foundation for the Advancement of Teaching, 1937).

²⁵President's Commission on Higher Education, Higher Education for American Democracy. Vol. I. Establishing the Goals. (Washington: United States Government Printing Office, 1947).

²⁶Willard S. Elsbree, The American Teacher. (New York: American Book Company, 1939).

²⁷W. E. Peik, Curricula for the Education of Teachers in Colleges and Universities. National Survey of the Education of Teachers, Supplementary Report. (Washington: Department of the Interior, United States Office of Education, 1933).

²⁸Kenneth L. Heaton, William G. Camp, and Paul B. Diederich, Professional Education of Experienced Teachers. (Chicago: University of Chicago Press, 1940).

by the United States Office of Education.²⁹

Intensive educational inquiries under national, regional, state, and local auspices were also exercising a very real influence on thought concerning the teacher and his education.^{30, 31, 32, 33} Numerous extensive researches in the field of human growth and development have been carried on with far reaching implications for

²⁹ Evenden, Edward S., Gamble, Guy C., Blue, Harold S., Rugg, Earle U., Feik, Wesley E., Foster, Frank E., John, Walton C. and others, National Survey of the Education of Teachers, Bulletin 1933, No. 10, Vol. I-VI (Washington: Office of Education, Department of Interior, 1933).

³⁰ W. E. Feik, The Improvement of Teacher Preparation. (Washington: National Education Association of the United States, 1938).

³¹ Department of Secondary School Principals, Reports of Committees on: Issues in Secondary Education. (Washington: National Education Association of the United States, 1934).

³² Commission on Teacher Education, Bennington Planning Conference for the Cooperative Study of Teacher Education. (Washington: American Council on Education, 1939).

³³ Commission on Teacher Education, Teachers for our Times. (Washington: American Council on Education, 1946).

teaching.³⁴ 35, 36, 37, 38 The Commission of Secondary School Curriculum of the Progressive Education Association based its work on a study of adolescence.³⁹ Simultaneously, the same Association sponsored commissions on Human Relations and on the Relations of School and College. An important study of the Commission on the Relations of School and College was the Eight-Year Study.⁴⁰ During the same period the Department of Secondary School Principals and the Educational Policies Commission of the National Education Association launched programs that were to be of continuing

³⁴Carolyn B. Zachry and Margaret Lichty, Emotion and Conduct in Adolescence. (New York: D. Appleton-Century Company, 1940).

³⁵V. T. Thayer, Caroline B. Zachry, and Ruth Kotinsky, Reorganizing Secondary Education. (New York: D. Appleton-Century Company, 1939).

³⁶W. Carson Ryan, Mental Health Through Education. (New York: The Commonwealth Fund, 1938).

³⁷American Youth Commission, Youth and the Future. (Washington: American Council on Education, 1942).

³⁸Daniel A. Prescott, Emotion and the Educative Process. (Washington: American Council on Education, 1938).

³⁹Progressive Education Association, Progressive Education Advances. (New York: D. Appleton-Century Company, 1938).

⁴⁰Wilford M. Aiken, The Story of the Eight-Year Study. (New York: Harper and Brothers, 1942).

influence.^{41, 42}

Also of significance for teacher education have been the numerous studies relating to particular subject areas. The studies of the American Historical Association's Commission on Social Studies^{43, 44} of the Bureau of Educational

⁴¹Briggs, T. H. and others, Functions of Secondary Education: Report of the Committee on the Orientation of Secondary Education. (Washington: National Education Association of the United States, (1937)).

⁴²Educational Policies Commission, The Purpose of Education in American Democracy. (Washington: National Education Association, 1938).

⁴³American Historical Association, Commission on the Social Studies in the Schools, Conclusions and Recommendations of the Commission. (New York: Charles Scribner's Sons, 1934).

⁴⁴Reports of the Commission on the Social Studies, American Historical Association:

W. C. Bagley, Teachers of the Social Studies, (New York: Charles Scribner's Sons, 1934).

H. K. Beale, Are American Teachers Free? (New York: Charles Scribner's Sons, 1934).

C. A. Beard, Nature of the Social Sciences in Relation to the Objectives of Instruction. (New York: Charles Scribner's Sons, 1934).

I. Bowman, Geography in Relation to the Social Sciences. (New York: Charles Scribner's Sons, 1934).

G. S. Counts and Others, Social Foundations of Education. (New York: Charles Scribner's Sons, 1934).

M. E. Curti, Social Ideas of American Educators. (New York: Charles Scribner's Sons, 1935).

E. Horn, Methods of Instruction in the Social Studies. (New York: Charles Scribner's Sons, 1937).

⁴⁴Reports of the Commission on the Social Studies,
American Historical Association continued:

T. L. Kelley, and A. C. Krey, Tests and Measure-
ments in the Social Studies. (New York: Charles
Scribner's Sons, 1934).

L. C. Marshall and R. Goetz, Curriculum Making in
the Social Studies. (New York: Charles Scribner's Sons,
1936).

C. E. Merriam, Civic Education in the United
States. (New York: Charles Scribner's Sons, 1934).

J. H. Newlon, Educational Administration as
Social Policy. (New York: Charles Scribner's Sons,
1934).

B. L. Pierce, Citizens Organizations and the
Civic Training of Youth. (New York: Charles Scribner's
Sons, 1933).

R. M. Tryon, Social Sciences as School Subjects.
(New York: Charles Scribner's Sons, 1934).

Research in science at Teachers College, Columbia University,⁴⁵ and of the Commission on the Preparation of Teachers for Secondary Schools of Harvard University are significant.⁴⁶

In 1938, the Commission on Teacher Education was created. A project of the American Council on Education, it was to be a nationwide cooperative enterprise in experimentation, demonstration, and evaluation related to the preparation and professional development of teachers. In 1939 the Commission invited a representative sample of American colleges, universities, state departments of education, educational associations, and school systems to join in this cooperative study. From time to time conferences were held.⁴⁷ Reports of progress were published by the American Council on Education, the final report appearing

⁴⁵Max R. Brunstetter, editor, "New Studies in Education, "Teachers College Record, 42:174-177, November, 1940.

⁴⁶Harvard University, Commission on the Preparation of Teachers for Secondary Schools, Training of Secondary School Teachers, Especially with Reference to English. (Oxford: Harvard University Press, 1942).

⁴⁷The Bennington Planning Conference for the Coopera-Study of Teacher Education, August 21-September 1, 1939.

The Chautauqua Conference, June 28-June 29, 1946.

The Bowling Green Conference, June 30-July 3, 1948.

in the publication The Improvement of Teacher Education.⁴⁸

Cognizant of the challenge and responsibility for the improvement of teacher education, studies have been conducted by departments of education of several universities. Of recent note are those conducted by Lindley J. Stiles at the University of Colorado;⁴⁹ Walter Isle at Stanford University;⁵⁰ as well as the study in progress at the University of Illinois under the direction of G.D. McGrath.⁵¹

State departments of education prompted, no doubt, by the studies sponsored by the American Council of Education, have carried on independent studies. Noteworthy are the

⁴⁸ There are eight of these reports: Teachers for Our Times, 1944; Teacher Education in Service, 1944; The College and Teacher Education, 1944; Evaluation in Teacher Education, 1944; Helping Teachers Understand Children, 1945; Toward Improving Ph. D. Programs, 1945; State Programs for the Improvement of Teacher Education, 1946; The Improvement of Teacher Education, 1946.

⁴⁹ Lindley J. Stiles, Pre-Service Education of High School Teachers in Universities, (Unpublished Doctor's thesis, University of Colorado, Boulder, Colorado, 1945).

⁵⁰ Walter W. Isle, The Stanford University Follow-Up Inquiry: A Study of Stanford's Teacher Preparation Services, (Unpublished Doctor's thesis, Stanford University, Stanford University, California, 1942).

⁵¹ G. D. McGrath, Follow-Up Study of Graduate Students, (Study in progress, College of Education, University of Illinois, Urbana, Illinois).

studies by the Departments in Michigan,⁵² Indiana,⁵³ and Wisconsin.⁵⁴ Of importance are also the state-wide cooperative activities which have been developed in New York,⁵⁵ Alabama,⁵⁶ Florida,⁵⁷ and South Carolina.⁵⁸ Noteworthy are

⁵² David M. Trout, editor, The Education of Teachers. Outcomes of the Michigan Cooperative Teacher Education Study. (Lansing: The Michigan Cooperative Teacher Education Study, 1943).

⁵³ Indiana School Study Commission, An Evaluation of the Indiana Public Schools. (Indianapolis: Indiana School Study Commission, 1949).

⁵⁴ Fred G. Bishop, director, Statewide Cooperative Study of the Pre-Service Education of Teachers in Wisconsin. (Madison: State Department of Education, Study in Progress).

⁵⁵ Charles E. Prall, State Programs for the Improvement of Teacher Education. (Washington: American Council on Education, 1946).

⁵⁶ Alabama State Department of Education, Guide for Curriculum Reorganization in Teacher Education, Teacher Education Bulletin II. (Montgomery: Alabama State Department of Education, 1940).

⁵⁷ University of Florida, College of Education Curriculum Laboratory, Cooperating School Projects as a Technique of Curriculum Improvement. (Gainesville: The Laboratory, 1942).

⁵⁸ E. C. Hunter, Education of Teachers. Investigation of Educational Qualifications of Teachers in South Carolina. (Columbia, S. C.: University of South Carolina, 1944).

also the investigations of the various regional associations.
59, 60, 61.

The American Association of Teachers Colleges and its successor, The American Association of Colleges for Teacher Education have been concerned with the improvement of teacher education. Their yearbooks have contained reports of importance from time to time.^{62, 63}

⁵⁹ Lawrence V. Van den Berg, editor, Problems in Teacher Training: Proceedings of the Spring Conference of Eastern-States Association of Professional Schools for Teachers. (New York: Prentice-Hall, 1937).

⁶⁰ North Central Association of Colleges and Secondary Schools. Commission on Curriculum of Secondary Schools and Institutions of Higher Education, General Education Committee, General Education in the American High School. (Ann Arbor: The Association, 1942).

⁶¹ Southern Association of Colleges and Secondary Schools, Joint Committee on Study of Curricula, Education of Secondary School Teachers. (Nashville: George Peabody College, 1936).

⁶² Yearbook of the American Association of Teachers Colleges, Volumes I-XXVI (Oneonta, New York: The American Association of Teachers Colleges, 1921-1946).

⁶³ Yearbook of the American Association of Colleges for Teacher Education, First Yearbook, Second Yearbook, (Oneonta, New York: The American Association of Colleges for Teacher Education, 1948, 1949).

III. PROCEDURES AND TECHNIQUES

In order to secure the data for our study, the problem, in the form of a questionnaire,⁶⁴ was submitted to all those who were graduates of the secondary teacher education program of the College of the Pacific from 1941 to 1948.

The list was compiled from the Commencement Announcements of the College of the Pacific, 1941 to 1948. Those listed in the Commencement Announcement for a particular year may have completed the requirements for the Credential at the conclusion of one of the preceding Summer Sessions, the Fall Semester, or the Spring Semester of the year in which the Credential was granted. Postal-card follow-ups were mailed to those who had not completed and returned the Survey Form on April 29, 1949;⁶⁵ again, on May 10, 1949 a second follow-up was mailed to those who still had not completed and returned the Survey Form.⁶⁶ Compilations were closed on July 10, 1949. Of the 328 graduates who it may be assumed received the Survey Form, responses were received from 230 or 70.1 per cent. The data secured from these respondents constitute the basis for this study.

⁶⁴See Appendix A, pages 182-192, Appendix B, page 193. Hereafter referred to as The School of Education Survey Form.

⁶⁵See Appendix C, page 195.

⁶⁶See Appendix D, page 197.

IV. DEFINITION OF TERMS

In order to define and clarify certain terms used throughout the study, the following definitions are submitted:

Academic. Those studies "pertaining to the classical, mathematical, and general literary departments of a college or university."⁶⁷

Community Activities. Those activities related to the life, culture, resources, needs, and interests of the community.

Effectiveness. "The quality of being effective."⁶⁸

Effective. "Adapted to produce its proper result; fit for a destined service."⁶⁹

General Education. "The various organized courses or electives which all students should undertake for cultural or professional-cultural purposes."⁷⁰

⁶⁷ Clarence L. Barnhart, editor, The American College Dictionary. (New York: Random House, 1947), p. 6.

⁶⁸ Sir James Augustus Henry Murray, editor, A New English Dictionary. (Oxford: Clarendon Press, 1897), Vol. III, "E", p. 49.

⁶⁹ I. J. Fink, Calvin Thomas, F. H. Vizatelli, Supervising editors, New Standard Dictionary, (New York: Funk and Wagnalls Co., 1947), p. 791.

⁷⁰ H. A. Sprague, A Decade of Progress in the Preparation of Secondary School Teachers. (New York: Bureau of Publications, Teachers College, Columbia University, 1940), p. 1.

Guidance: "The art or technique of directing . . . toward a purposive goal by arranging an environment that will cause him to feel basic needs, to recognize those needs, and to take purposeful steps toward satisfying them."⁷¹

Point Value. In one of the items of the Survey Form the graduates were requested to indicate the degree to which a given individual had been helpful in aiding them to make certain decisions. They were to give a rating of "1" to the person most helpful; "2" to the person rated as second in helpfulness; "3" to the person rated as third in helpfulness, et cetera. A Figure to represent the point value was arrived at by assigning a value to each. Four points were assigned to those rated as "1"; 3 points to those rated as "2"; 2 points to those rated as "3"; 1 point to those rated as "4"; 0 points to those rated as "5". The average of these values is the point value.

In the interpretation of this value, a value of four represents a perfect value, the highest attainable. A value of "0" represents the lowest value, the least attainable.

Professional Education. That part of the educational program "designed to prepare specifically for the responsibilities of a particular type of teaching position as well as

⁷¹Clarence L. Barnhart, editor, Dictionary of Education. (New York: McGraw-Hill, 1945), p. 194.

to fulfill appropriate certification requirements for teaching."⁷²

Respondent. Any individual who completed and returned one of the School of Education Survey Forms.

Returns. All the material sent in by a respondent in response to the Survey Form.

Secondary. That period in the education ladder comprising the grades commonly known as the seventh through the fourteenth.

Teacher Education. "The program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for educational work or engaged in the work of the educational program."⁷³

Workshop. "An experience-centered study undertaken by a group of mature persons. The group takes as its starting point the interests and needs of its members, and subgroups are formed to insure a profitable interchange of opinion, knowledge, and experience."⁷⁴

⁷²Ibid. p. 114.

⁷³op. cit., p. 409.

⁷⁴Ibid., p. 453.

CHAPTER II

THE STATUS OF THE COLLEGE OF THE PACIFIC SECONDARY TEACHER EDUCATION GRADUATES

In order to build an adequate program of teacher education, it is essential to know the status of the graduates. Who are they? What types of positions have they held? Have they pursued further study? What type of teaching credential did they receive? This section will portray the answers to these as well as to other questions pertaining to the academic and professional status of the graduates, each of which is essential to an adequate understanding of the secondary teacher education program at the College of the Pacific.

Classification upon entering the College of the Pacific. What was the classification of the students when they first entered the College of the Pacific? An examination of Table I reveals that the largest percentage, 69.6 per cent, entered as juniors, whereas only 2.6 per cent entered as seniors. Twenty four and eight-tenths per cent entered as graduate students, having taken their undergraduate work elsewhere.

Sex of the graduates. What percentage of these students were men? What percentage were women? Table I further reveals 47.5 per cent of those who entered as juniors were

TABLE I
CLASSIFICATION, ACADEMIC STANDING, AND SEX
OF THE SECONDARY TEACHER EDUCATION
GRADUATES AT THE TIME OF ADMISSION
TO THE COLLEGE OF THE PACIFIC

CLASSIFICATION	MEN		WOMEN		TOTAL	
	Number	Per cent	Number	Per cent	Number	Per cent
Junior	76	47.5	84	52.5	160	69.6
Senior	5	33.3	1	16.7	6	2.6
Graduate	32	58.4	25	31.6	57	24.8
No response					7	3.0
Totals	120	52.5	110	47.5	230	100.0

men; 52.5 per cent were women; 83.3 per cent of those entering as seniors were men; 16.7 per cent were women. Of the graduates, 68.4 per cent were men; 31.6 per cent were women. Of the entire group of secondary teacher education graduates from 1941 to 1948, 47.8 per cent were women; 52.2 per cent were men.

Marital status of credential graduates at the time of the survey. It was interesting to note that of the women graduates 50 per cent are married. (Table II). Whether it be the desire for a career, the need for supplementary income, or some other reason, it is apparent that many teachers today are combining a career with a home.

Education of secondary teacher education graduates. What has been the education of the College of the Pacific secondary teacher education graduates? Specifically, what academic degrees have they received? What graduate degrees have they earned? Table III indicates the responses of the graduates to this question in the Survey. It will be noted from this Table, 199 of the secondary teacher education graduates had received a Bachelor of Arts degree, 28 a Bachelor of Music degree, and three a Bachelor of Science degree as a baccalaureate degree. Of these degrees, 145 of the Bachelor of Arts degrees and 28 of the Bachelor of Music degrees were awarded by the College of the Pacific. Professional interest, however, did not cease with the

TABLE II

MARITAL STATUS OF THE WOMEN AT THE TIME OF THE
SURVEY WHO ARE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC

	Number	Per Cent
Single	55	50.
Married	55	50.
	<hr/>	<hr/>
Total	110	100.

TABLE III

ACADEMIC DEGREES RECEIVED BY THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC
SUBSEQUENT TO THE INITIAL
BACHELOR'S DEGREE

	DEGREE						
	B.A.	B.M.	B.S.	M.A.	B.D.	M.TH.	PH.D.
Number Received	199	28	3	18	2	1	1
Number Received at C. O. P.	145	28	-	15	-	-	-
Number Received at other col- leges or universities	54	-	3	3	2	1	1

receipt of the baccalaureate degree. Returns from the Survey indicated 108 or 47 per cent of the graduates have done advanced work. Eighteen of this group have received the Master of Arts degree, whereas four have earned degrees beyond this level.

Types of Secondary Teaching Credentials Issued by the College of the Pacific. What types of secondary teaching credentials have been issued by the College of the Pacific during the years of the Survey? During this period of eight years a total of 376 secondary teaching credentials have been issued through the College of the Pacific.¹ As revealed by Table IV, 261 or 69.4 per cent of this total were General Secondary Teaching Credentials. Among the various special secondary credentials which the College of the Pacific was authorized to issue, 53 or 55 per cent were in Public School Music.

Additional Types of Credentials earned by the graduates. In addition to earning one teaching credential, 29 or 12.6 per cent of the graduates pursued studies for and were awarded an additional credential (Table V). It will be noted the majority of these credentials are administrative in nature.

¹This figure is compiled from the Commencement Announcements of the College of the Pacific for the years 1941-1948.

TABLE IV

TYPES OF SECONDARY TEACHING CREDENTIALS ISSUED BY THE
COLLEGE OF THE PACIFIC AND THE YEAR OF ISSUANCE

Type of Credential	Year Issued								Total
	1941	1942	1943	1944	1945	1946	1947	1948	
General Secondary	38	36	23	20	24	23	33	64	261
General Junior High	3	1	-	3	1	1	3	1	13
Special Secondary									
Art	-	-	-	1	-	-	2	-	3
Health and Physical Education	1	-	3	1	1	3	5	10	24
Homemaking	1	-	-	-	-	-	5	4	10
Public School Music	8	5	4	6	5	6	11	8	53
Speech Arts	-	-	-	-	-	-	-	1	1
Speech Correction	-	-	-	-	-	-	3	5	8
Limited Special Secondary									
Voice, Choral	1	-	-	-	-	-	-	-	1
Special Instruments Including Band and Orchestra	-	2	-	-	-	-	-	-	2
Totals	52	44	30	31	31	33	59	87	376

TABLE V

ADDITIONAL TYPES OF CREDENTIALS RECEIVED BY THE
SECONDARY TEACHER EDUCATION GRADUATES OF THE
COLLEGE OF THE PACIFIC

Type of Credential	Number
Secondary Administration	10
General Elementary	2
Elementary Administration	2
Elementary School Supervision	2
Speech Correction	2
Military Science and Tactics	2
Out of State Credential	2
General Adult Education	1
General Junior High	1
Special in Art	1
Secondary School Supervision	1
Music Supervision	1
Art Supervision	1
Child Welfare and Attendance	1
Total	<hr/> 29

Teaching majors and minors for the credentials. In what subject areas have the College of the Pacific secondary teacher education graduates pursued their major work for their teaching credentials? What was their teaching minor? The distribution of teaching majors and minors for the credentials are indicated by Table VI. An examination of this table indicates the largest percentage of the graduates, 23 per cent, selected Social Science for their major area of study. Music ranked second, having been chosen by 17.3 per cent of the graduates; Men's Physical Education ranked third, having been selected as their major subject by 12.6 per cent of the graduates, whereas English was fourth, with 11.7 per cent of the graduates selecting this area as their major subject for their credential.

In the selection of an area of study for the teaching minor, the most frequently chosen areas were Social Science and English. These were selected by 23.5 per cent and 16.9 per cent, respectively.

Relationship of credential majors and minors to teaching positions. To what extent have the College of the Pacific secondary credential graduates held teaching positions in the fields of their major and minor subject areas? An indication thereof is found in Table VII. It is to be noted from this Table that 64.8 per cent of the positions which the graduates have held have been in the field

TABLE VI

TEACHING MAJOR AND MINOR OF THE COLLEGE OF THE PACIFIC
SECONDARY TEACHER EDUCATION GRADUATES FOR THEIR
SECONDARY TEACHING CREDENTIAL

Subject Area	Major		Minor	
	Number	Per cent	Number	Per cent
Social Science	53	23.0	54	23.5
Music	40	17.3	-	-
Men's Physical Education	29	12.6	7	3.0
English	27	11.7	39	16.9
Women's Physical Education	17	7.4	10	4.4
Speech	15	6.6	24	10.5
Mathematics	11	4.8	7	3.0
Homemaking	10	4.4	1	.4
Physical Science	5	2.2	1	.4
Art	5	2.2	8	3.5
Business Administration	4	1.7	5	2.2
Biological Science	4	1.7	12	5.2
Spanish	4	1.7	5	2.2
French	2	.9	3	1.3
Industrial Art	2	.9	-	-
Latin	-	-	1	.4
Not Listed	2	.9	53	23.1
Totals	230	100.0	230	100.0

TABLE VII

THE EXTENT TO WHICH THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC HAVE
BEEN TEACHING SUBJECTS WHICH WERE IN THEIR
MAJOR OR MINOR FIELDS OF STUDY

	Number	Per cent
Same as major	186	64.8
Same as minor	53	18.5
Position in other fields	48	16.7
Totals	287	100.0

of their major subject area; 18.5 per cent were in the field of their minor subject area. Hence, 83.3 per cent or five-sixths of the positions have been in the areas for which they received preparation.

Number of secondary teacher education graduates teaching at the time of the Survey. How many of the secondary teacher education graduates of the College of the Pacific were teaching or holding other educational positions at the time of the Survey? The responses to this question in the Survey are tabulated in Table VIII. It will be noted from this Table that with each successive year from 1941 to 1946 an increasing number of those who received their teaching credentials were teaching; of the 1941 graduates, 69.3 per cent were teaching; of the 1942 graduates, 87.5 per cent were teaching; of the 1943 graduates, 89.5 per cent were teaching; of the 1944 graduates, 87.5 per cent were teaching; of the 1945 graduates, 90 per cent were teaching; and of the 1946 graduates, 95.2 per cent were teaching. With a decrease in the number of available teachers during the years of the war, an increasing number of those who were eligible to teach continued to do so. With the graduates of 1947 and 1948, however, a decrease is noted; of the graduates of 1947, 86.6 per cent were teaching; of the graduates of 1948, 51.4 per cent were teaching. This would seem to indicate that as the number

TABLE VIII

NUMBER OF PERSONS RECEIVING SECONDARY TEACHING CREDENTIALS
1941 TO 1948 AND THE NUMBER OF THOSE WHO RECEIVED
THE CREDENTIALS WHO WERE TEACHING OR HOLDING
SOME OTHER TYPE OF EDUCATIONAL POSITION
AT THE TIME OF THE SURVEY

Year Credential Issued	Number of Persons Receiving Credentials*	Persons Teaching at time of the Survey		Persons in Misc. Educational Positions at time of Survey	
		No.	Per cent	No.	Per cent
1941	23	16	69.3	4	17.3
1942	24	21	87.5	4	12.5
1943	19	17	89.5	1	5.3
1944	16	14	87.5	1	6.3
1945	10	9	90.0	1	10.0
1946	23	22	95.2	1	4.3
1947	45	39	86.6	3	6.7
1948	70	36	51.4	6	8.6
Totals	230	174	75.7	21	9.1

*This number represents the number of persons who received the credential and returned the Survey

of available teachers again increased, the percentage of those eligible to teach who were teaching, decreased.

Table VIII also indicates the total number of secondary teacher education graduates who were teaching or engaged in some other type of educational work at the time of the Survey. A total of 174 or 75.7 per cent of the persons who had received their secondary teaching credentials during the period 1941 to 1948 were teaching. Twenty-one or 9.1 percent were in miscellaneous educational positions. This indicates that a total of 195 or 84.8 per cent of the secondary teacher education graduates were engaged in professional educational work at the time of the Survey.

Types of positions held by graduates. The types of positions which have been held by those who received their secondary teaching credentials through the College of the Pacific are indicated on Table IX. Two hundred two or 87.8 per cent of the graduates indicated they had been classroom teachers. Nine of the graduates have served in a supervisory capacity, five have been principals, five have been county coordinators, whereas one has worked with attendance and child welfare, and one has been in the field of speech correction.

TABLE IX

TYPES OF EDUCATIONAL POSITIONS WHICH HAVE BEEN HELD BY
THE SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC

Type of Position	Number	Per cent
Classroom Teacher	202	87.8
Supervisor	9	3.9
Principal	5	2.2
County Coordinators	5	2.2
Attendance and Child Welfare	1	.4
Speech Correction	1	.4
Have not taught	5	2.2
No reply	2	.9
Totals	230	100.0

SUMMARY

Before beginning a detailed study of the effectiveness of the secondary teacher education program at the College of the Pacific, an attempt has been made to portray the status of the graduates. In summary, the data seemed to reveal the following:

1. The largest percentage of the secondary teacher education graduates, 69.6 per cent, entered the College of the Pacific in the junior year; 2.6 per cent entered as seniors; 24.8 per cent entered as graduate students.

2. Forty-seven and five-tenths per cent of those who entered as juniors were men; 52.5 per cent were women; 83.3 per cent of those entering as seniors were men; 16.7 per cent were women. Of the graduates, 68.4 per cent were men; 31.6 per cent were women. The total distribution of men and women were 52.2 per cent men; 47.8 per cent women.

3. Of the women graduates, 50 per cent were married at the time of the Survey.

qz 4. Of the degrees issued by the College of the Pacific to the secondary teacher education graduates of the Survey, 62 per cent were Bachelor of Arts; 3.8 per cent were Bachelor of Music. One hundred eight or 47 per cent have done advanced work. Of this group, fifteen or 6.5 per cent received a Master of Arts at the College of the Pacific; three received a Master of Arts degree at some other college.

Four earned degrees beyond this level.

5. Of the total number of credentials issued, 261 or 69.4 per cent were General Secondary credentials.

6. Among the various specialized credentials which the College of the Pacific is authorized to issue, 53 or 55 per cent were in Public School Music.

7. In addition to the above credentials, 12.6 per cent of the group pursued studies for other credentials; the majority of these were secondary administrative credentials.

8. The areas of study which were selected by the largest number of secondary teacher education graduates as their major area of study for their teaching credential were:

- a. Social Science, selected by 23 per cent of the graduates
- b. Music, selected by 17.3 per cent of the graduates
- c. Men's Physical Education, selected by 7.4 per cent of the graduates
- d. English, selected by 11.7 per cent of the graduates

9. The areas which the largest number chose for their minor area of study for their teaching credential were:

- a. Social Science, selected by 23.5 per cent of the graduates
- b. English, selected by 16.9 per cent of the graduates

10. With each successive year from 1941 to 1946 an increasing number of those who received their secondary teaching credentials indicated they were teaching at the

time of the Survey. This reached its peak in 1946, decreasing with the graduates of 1947 and 1948.

11. A total of 174 or 75.7 per cent of the secondary teacher education graduates indicated they were teaching at the time of the Survey. Twenty-one or 9.1 per cent were engaged in some other type of educational work.

12. Two hundred two or 87.8 per cent of the graduates indicated they have been class room teachers. Nine of the graduates have been supervisors; five have been principals, five, county coordinators, one has worked with child welfare and attendance, and one with speech correction.

13. Sixty four and eight-tenths of the positions which the graduates have held have been in the field of their major subject area; 18.5 per cent of the positions have been in the field of their minor subject area. A total of 83.3 per cent of the positions have been in the subject areas for which they received preparation.

CHAPTER III

GUIDANCE IN THE SECONDARY TEACHER EDUCATION PROGRAM AT THE COLLEGE OF THE PACIFIC

Young people are greatly concerned about vocational choices. They want to prepare for an occupation of standing; one that is personally rewarding; one in which they can make a contribution to society. Will it be teaching? "Am I sure that I should prepare to teach?" "How can I make the best plans for becoming a teacher?" they ask. As stated by Troyer and Pace:

The quality of a student's answer to these questions will depend on comprehensive and valid knowledge of himself, of the competence required of teachers, and of the resources that might be useful to him in developing such competence. That students should be able to answer these questions with increasing insight is a growing concern in teacher education.¹

If teacher education is, then, to be concerned with the acquisition of this knowledge, teacher education institutions will, as commented by Lafferty:

. . . find themselves charged with the responsibility of . . . assisting potential teachers through guidance to realize the maximum development of their teaching capacities and possibilities . . .²

¹Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, (Washington, D. C.: American Council on Education, 1944), p. 50.

²H. M. Lafferty, "How Adequate are our Teacher Education Programs?" Education, 60:410, January, 1940.

Watson, Cottrell, and Lloyd-Jones state:

Guidance is not an activity confined to registration periods or the clinical study of extreme deviates. At its best, the spirit of guidance should characterize all work within the teachers college. The college should be concerned continually with what each person is becoming, not merely with how well he masters assignments. The faculty should be constantly studying the students, and not merely the fields of subject matter. Teaching--even at the level of the teachers college--should be largely a matter of discovering, stimulating, and guiding the activities which arise out of student purposes.³

North says:

A teachers college, to be worthy of this task, should have counseling and advisory services. To provide the materials and instruction for prospective teachers is only part of the program of preparation. Counseling and advisory service is essential to the efficiency of the institution and the attainment of its objectives.⁴

North further states: ". . . continued study and evaluation of individuals in the process of training and through the point of successful placement are imperative needs."⁵

Murphy in a report to the Bowling Green Conference declared:

The college as an institution is dedicated first

³G. Watson, D. P. Cottrell, E. Lloyd-Jones, Redirecting Teacher Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1938), p. 20

⁴Thomas P. North, "Selection of Students for Teacher Preparation," The Education of Teachers, (Washington, D.C.: National Education Association of the United States, 1949), p. 124.

⁵Loc. cit.

and foremost to the pursuit of learning. This means that the first obligation of the . . . program is to promote, in every way possible, the student's academic progress toward the educational goals he has set for himself.⁶

In the final report of the Commission on Teacher Education we find:

. . . each individual should be helped to attain a progressively better understanding of his personal qualifications for a profession, the requirements and opportunities of which he also increasingly comprehends, the hope being that original decisions may be modified,⁷ when such action appears wise, through joint agreement.⁷

In discussing this subject further, Rowland comments, "One of the outcomes of the college program of education should be the realization of the highest possible professional and personal development for each student."⁸

Watson, Cottrell, and Lloyd-Jones again comment:

"Advisors should feel an obligation not merely for the study program of the student, but for possible contributions to any phase of his development which is related to professional

⁶Paul G. Murphy, "Personnel Programs and Services in Teacher Education", The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1949), p. 108.

⁷Commission on Teacher Education, "The Improvement of Teacher Education" (Washington, D. C.: American Council on Education, 1946), p. 74.

⁸Albert Lindsay Rowland, "Supplementary Exposition to Accompany Standard II, "Handbook of the American Association of Teachers Colleges", (Oneonta, New York: American Association of Teachers Colleges, 1946), p. 66.

success."⁹

Thus, as stated in a Statement of Purposes by the Commission on Teacher Education:

. . . it is important that the various specialists participating in the process of teacher education should make a definite effort to think beyond their specialties and see those whom they are trying to help as whole persons. The balance and integration of qualities in the case of any particular individual have a great significance. . . . Those specially responsible for seeing to it that a teacher becomes well developed in a given direction cannot, therefore, if their concern is really with his professional effectiveness, be indifferent to his growth . . . As a matter of fact the whole character and personality of the teacher are involved . . .; his success and happiness even outside the school--in his family relationships, in friendships, and in the performance of his duties as a citizen--are by no means without influence upon professional accomplishment.¹⁰

Guidance at the College of the Pacific. It is thus evident that if the College of the Pacific is to help provide secondary teachers who possess happy, healthy, well-adjusted, and sound personalities as well as an education which will prove professionally as well as personally effective, it must be continually concerned with the direction and guidance of its secondary teacher candidates.

But, to what extent has the College of the Pacific provided this direction and guidance? To what extent did the secondary teacher graduates receive guidance in the

⁹Watson, Cottrell, Lloyd-Jones, op. cit., p.31.

¹⁰Commission on Teacher Education, Teachers for Our Times, (Washington, D. C.: American Council on Education, 1944), p. 155.

realms of their scholastic, personal, social, and physical aptitude for teaching: How many of the respondents had been counselled concerning their philosophy of education? To what extent had they received guidance in the selection of those areas of specialization in which they were likely to be able to make their maximum contribution? In order to determine the guidance which the secondary teacher education graduates received while they were students at the College of the Pacific relative to these items, these questions were included in the Survey. Table X indicates the responses of the graduates to these questions.

Aptitude for teaching. An examination of the data from Table X reveals approximately three-fifths or 62 per cent of the respondents had received guidance relative to their scholastic aptitude for teaching; 61.9 per cent indicated they had received guidance relative to their personal aptitude for teaching. Slightly more than one-half, or 54.3 per cent indicated guidance as to their social aptitude, whereas only 36 per cent said they had received guidance as to their physical aptitude.

Philosophy of education. Concerning their philosophy of education, 72 per cent of the respondents indicated guidance therein.

Areas of specialization. In the selection of a particular area of specialization for teaching, 60.9 per cent indicated having received guidance. In the selection of

TABLE X

GUIDANCE RECEIVED BY THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC AT
THE TIME THEY WERE STUDENTS RELATIVE
TO CERTAIN SELECTED ITEMS

	No Response	No. of Responses	Guidance received Per No. cent	No guidance received Per No. cent
Aptitude for teaching as a vocation:				
Scholastic aptitude	122	108	67 62.0	41 38.0
Personal aptitude	138	92	57 61.9	35 38.1
Social aptitude	138	92	50 54.3	42 45.7
Physical aptitude	144	86	31 36.0	55 64.0
Your Philosophy of Education	119	111	80 72.0	31 28.0
Selection of your particular areas of specialization	115	115	70 60.9	45 39.1
Selection of specific courses	113	117	103 88.0	14 12.0
Areas in which you could make the greatest contribution	122	108	43 39.8	65 60.2
How to apply for a position	118	112	84 75.0	28 25.0
Advisability of accepting a particular position	131	99	55 55.5	44 44.5
Assistance "on the job"	132	88	36 40.9	52 59.1

specific courses in order to achieve this desired objective, 88 per cent had received guidance.

Areas in which the prospective teacher could make the greatest contribution. In the consideration of the areas in which the prospective teacher was likely to be able to make his greatest contribution, only 39.8 per cent indicated direction or guidance.

How to apply for a position. Having selected an objective and thenceforth directed ones attention toward the acquisition of those knowledges, skills, and growth which would tend toward its achievement, the trainee inevitably asks upon the completion of his educational program, "How shall I apply for a position?" or, if he has received an offer of employment, "Should I accept this position?" Of the respondents, it will be noted that 75 per cent had received guidance as to how to apply for a position. Slightly more than one-half, or 55.5 per cent indicated they had received assistance in actually making the decision as to the acceptance of a particular position.

Assistance "on the job" from members of the staff of the College of the Pacific. To what extent have the respondents received assistance "on the job" from members of the staff of the College of the Pacific? The respondents indicated in their replies to the Survey that 40.9 per cent had received such assistance.

II. HELPFULNESS OF STAFF MEMBERS

To whom have the students gone for consultation and guidance in their attempt to discover those aptitudes and to make those decisions which would enable them to become those individuals and to make those contributions which are optimum with their abilities and aptitudes? In the Survey, the students were asked to indicate the "Helpfulness" of certain members of the staff of the College of the Pacific while they were students at the College relative to certain selected items. In indicating this "Helpfulness", a rating of "1" indicated the person of greatest helpfulness; "2", the person whom they rated second in helpfulness; "3", the person whom they rated third in helpfulness; et cetera. Table XI indicates the response of the graduates to this question in the Survey.

Interpretation of the Table. In compiling the responses of the graduates, a "point value" was assigned to each rating. Four points were assigned to those rated as "1"; three points to those rated as "2"; two points to those rated as "3"; one point to those rated as "4"; 0 points to those rated as "5" or more. The average of these values is the "point value." In the interpretation of this value, a value of four points represents a perfect value, the highest attainable; a value of "0" represents the lowest value, the least attainable.

TABLE XI

HELPPFULNESS OF CERTAIN COLLEGE OF THE PACIFIC STAFF MEMBERS
ON CERTAIN SELECTED ITEMS RELATIVE TO GUIDANCE
WHILE THE SECONDARY TEACHER EDUCATION GRADUATES
WERE STUDENTS AT THE COLLEGE

	A Professor in School of Education		A Professor in subject-matter area		Dean of Men		Dean of School of Education		Placement Secretary		Supervising Teacher		Director of Student Teaching		Fellow Students		Others	
	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value	No. of Responses	Point Value
Aptitude for teaching as a vocation																		
Scholastic aptitude	23	2.8	71	3.4	12	3.3	45	3.4	3	2.6	21	2.6	36	2.7	12	2.7	15	3.6
Personal aptitude	18	3.1	52	3.1	9	3.3	28	3.7	3	2.3	24	3.0	32	2.8	15	2.6	15	3.6
Social aptitude	12	3.2	46	3.3	8	3.5	26	3.4	2	3.0	20	2.7	25	2.2	12	2.8	14	3.3
Physical aptitude	9	3.2	27	3.5	5	3.2	18	3.7	2	2.5	9	3.0	16	2.7	5	2.4	12	2.7
Philosophy of Education	77	3.4	57	3.2	3	4.0	51	3.6	1	2.0	27	3.3	37	2.8	18	2.7	12	3.4
Selection of particular area of specialization	10	2.6	73	3.6	6	3.0	37	3.3	9	3.0	11	2.8	18	2.7	12	2.5	11	3.4
Selection of specific courses	27	2.9	100	3.8	10	3.7	79	3.4	2	2.5	4	3.2	8	3.1	15	2.6	10	3.1
Areas in which could make the greatest contribution	17	2.7	54	3.8	5	2.6	21	3.6	6	3.6	14	2.6	22	2.7	6	3.3	14	3.2
How to apply for a position	35	3.2	44	3.2	2	3.0	39	3.6	44	3.1	31	2.9	41	3.0	13	2.4	13	2.0
Advisability of accepting a certain position	10	2.6	31	3.3	-	-	23	3.6	40	3.4	17	3.5	19	3.3	9	2.1	5	3.6
Assistance "on the job"	5	2.8	14	3.2	-	-	8	3.0	3	3.0	27	3.1	27	3.1	11	2.5	14	2.8
Totals	243	3.1	569	3.3	60	3.3	375	3.5	115	2.8	205	3.0	281	2.9	116	2.8	128	3.0

Staff members consulted by the students. In general, whom have the students consulted when there has been need for guidance? If the total number of responses are considered, the data reveal the students consulted the following in the order given:

1. A professor in a subject-matter area
2. Dean, School of Education
3. Professor, School of Education
4. Director of Student teaching
5. Supervising teacher
6. Miscellaneous individuals
7. Fellow students
8. Dean of Men

Helpfulness of staff members. What members of the staff of the College of the Pacific were most helpful to the graduates when they were students at the College? Of the staff members who were indicated to have been consulted by 40 per cent or more of the graduates when they were students, the point values from Table XI indicate the following to have been most helpful:

1. Dean, School of Education
2. A professor in a subject-matter area
3. A professor in the School of Education
4. Supervising teacher
5. Director of Student Teaching

Aptitude for Teaching. What members of the staff have been of greatest assistance in aiding the students to determine their scholastic, personal, social, and physical aptitude for teaching? An examination of the data from the Survey (Table XI) reveals that in trying to discover their scholastic aptitude for teaching a professor in their subject-matter area, the Dean of the School of Education, and a professor in the School of Education had been most helpful. These professors rated a point value of 3.4, 3.3, and 2.8 respectively. In aiding the students to discover their personal aptitude for teaching, the Dean of the School of Education, a professor in the School of Education, and a professor in a subject-matter area had been most helpful. In trying to discover their social aptitude for teaching, the Dean of the School of Education, a professor in a subject-matter area, and a professor in the School of Education were given the highest rating, whereas in discovering their physical aptitude, the Dean of the School of Education and a professor in a subject-matter area again were indicated by the graduates as having been most helpful.

Relative to their philosophy of education, the Dean of the School of Education and a professor in the School of Education were indicated by the graduates to have been most helpful to them.

Selection of an area for specialization. To whom had the students gone for guidance in the selection of an area for specialization, i.e., in the selection of a minor and major subject for teaching? Table XI reveals that for guidance in this instance they had found a professor in a subject-matter area and the Dean of the School of Education most helpful.

How to apply for a position. How to apply for a position is of great concern to all graduates. In this matter Table XI reveals the Dean of the School of Education had been of greatest assistance. In determining the advisability of accepting a certain position, the Dean of the School of Education and the Placement Secretary had been most helpful.

When the graduates have desired "assistance on the job" from some member of the staff who have they found most helpful? In this instance the data indicate that the Supervising Teacher, the Director of Student Teaching, and a professor in the subject-matter area had been most helpful.

Number of Students taking advantage of guidance service. To what extent did the graduates take advantage of the guidance services of the College of the Pacific when they were students at the College? Returns from the Survey indicate a relatively small number of students availed themselves of the guidance and counselling service. Many

individuals think only of the counselling and guidance service when confronted with problems which to them seem insurmountable, or at times of registration when a counsellor's signature is essential for registration procedures. However, this service should not be restricted to those periods. Guidance, to achieve its maximum results, must be a continuous process.¹¹ Its spirit should permeate the entire program. Hence this phase of the educational program could be strengthened in reaching out to include a greater number of students.

III. SCHOLASTIC, HEALTH, AND SPEECH REQUIREMENTS

If the secondary teacher education program is to make an effective contribution to its graduates, what should be required as to health and speech? What should be the scholastic average?

On this subject North states:

If teaching is to be of high quality, it must be done by the intelligent. Quality in the profession will be secured when the profession breaks with mediocrity . . .

It is extremely important that the candidate be in good physical and mental health. Much of the work of the teacher is personalized and conducted in face-to-face relationships requiring patience and emotional stability. Healthy individuals are more likely to be

¹¹George E. Axtelle and William W. Wattenberg, editors, Teachers for Democracy. (New York: D. Appleton-Century Co., 1940), p. 201.

cheerful, dependable, discreet, tactful, refined, and on the whole to use good judgement in their relationships with children and adults.¹²

Concerning health, Clement declares:

For effective leadership there is no substitute for good health. . . A series of examinations and a constant check upon health during the period of training is essential since health at any one period is essential to the maintenance of vigor.¹³

Troyer, in discussing "The Next Five Years in Teacher Education" comments:

Teachers for our times need a high degree of mental ability. They should be able to sustain normal energy, output, and they should be emotionally stable. These three relatively constant factors provide the major basis for recruitment, selection, and guidance.¹⁴

Troyer further states:

The profession of teaching demands that the most competent individuals, socially, physically, emotionally, and academically, be directed into service in the public schools if education is to attain its rightful position

¹²Thomas P. North, "Selection of Students for Teacher Preparation," The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1948), p. 100.

¹³Evelyn Clements, "An Evaluation of Teacher Training," Educational Administration and Supervision, 18: 95-96, February, 1932.

¹⁴Maurice B. Troyer, "The Next Five Years in Teacher Education: Some Suggestions from the Experience of the Commission on Teacher Education," Twenty-third Yearbook of the American Association of Teachers Colleges, (Oneonta, New York: The American Association of Teachers Colleges, 1944), p. 20.

of leadership.¹⁵

Criteria used at Syracuse University in the guidance of the students in the School of Education are summarized as follows:

Those who would teach should have the physical stamina necessary for long hours of strenuous physical and mental activity, should be free from contagious and infectious diseases, and exhibit physical vitality.

Those who would teach should be academically competent. More important than what one learns is evidence of ability to so order one's mental activities that he can learn that which he sets out to learn.

Prospective teachers should be sufficiently skilled in oral and written expression that they may accurately set forth their own thoughts and aid others to develop the ability to do likewise.¹⁶

Opinions of graduates in respect to requirements at the College of the Pacific. What are the requirements of the School of Education of the College of the Pacific with respect to health, speech, and scholarship? The Bulletin, College of the Pacific states:

Applicants for a general or special secondary credential will be required to meet the following standards before being permitted to register for directed teaching: . . .

- b. Be approved on a speech test for classroom teaching and complete prescribed courses in speech, if any. . . .

¹⁵Maurice E. Troyer, "Selection of Students," A Functional Program of Teacher Education, (Washington, D.C.: American Council on Education, 1941), p. 54.

¹⁶Ibid., p. 40.

- d. Be approved on a health examination for classroom teaching.
- e. Maintain a 1.5 point average in all courses taken while classified as a Junior, Senior and Graduate Student.¹⁷

What are the opinions of the graduates of the College of the Pacific secondary teacher graduates with respect to these requirements? Are they too high? or are they too low? or are they satisfactory? Table XII indicates the response of the graduates to these questions on the Survey. From the responses, it is interesting to note that 84.9 per cent indicated the requirements as to scholastic average as satisfactory; 87.2 per cent indicated the requirements as to health as satisfactory. However, as to the speech requirement, only 70.7 per cent indicated the present requirement to be satisfactory, 27.9 per cent indicating that it was too low. These responses would seem to indicate that if a change in the requirements were to be contemplated, they would favor an upward revision in the speech requirements.

¹⁷ College of the Pacific, Bulletin College of the Pacific. (Stockton: College of the Pacific, 1949), p. 151.

TABLE XII

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC RELATIVE TO THE
PRESENT SCHOLASTIC, HEALTH, AND SPEECH
REQUIREMENTS AT THE COLLEGE

Requirement	Too High		Too Low		Satisfactory		No. of Total Replies
	No.	Per cent	No.	Per cent	No.	Per cent	
Scholastic Average	3	1.4	29	13.7	180	84.9	212
Health	3	1.4	24	11.4	183	87.2	210
Speech	3	1.4	58	27.9	147	70.7	208

IV. SUMMARY

As stated previously, young people are vitally concerned about their future. They are concerned about their aptitudes for a vocation. They are eager to find the area in which they may be able to make the greatest contribution to society, as well as to develop a happy, healthy, and sound personality. As such, teacher education must be concerned with assisting potential teachers to realize the maximum development of their professional teaching and personal capacities.

The extent to which the College of the Pacific has been concerned with this phase of the educational program is summarized below:

1. Data from the Survey relative to the guidance which the secondary teacher education graduates had received as students relative to their aptitude for teaching as a vocation reveal the following:

- a. Sixty two per cent of the graduates had received guidance concerning their scholastic aptitude for teaching.
- b. Sixty one and nine-tenths per cent had received guidance concerning their personal aptitude for teaching.
- c. Fifty four and three-tenths per cent had received guidance as to their social aptitude for teaching.

d. Thirty six per cent indicated guidance concerning their physical aptitude for teaching.

2. Seventy two per cent of the graduates stated they had received guidance concerning their philosophy of education.

3. In the selection of a particular area for specialization, 60.9 per cent indicated they had received guidance.

4. In the selection of specific courses in order to achieve their desired objectives, 88 per cent said they had received guidance.

5. Thirty nine and eight-tenths per cent of the graduates stated they had been guided in the selection of those areas in which they were likely to be able to make their greatest contribution.

6. Concerning how to apply for a position, 75 per cent indicated they had received guidance, whereas 55.5 per cent said they had sought advice on the advisability of accepting a particular position.

7. Assistance "on the job" had been sought by 40.9 per cent of the graduates.

To whom had the graduates gone for consultation and guidance when they were students at the College of the Pacific?

1. In general, the graduates indicated they had sought guidance primarily from the following:

a. A professor in a subject-matter area

b. Dean, School of Education

- c. A professor, School of Education
- d. Director of Student Teaching
- e. Supervising Teacher

2. The average point value reveals the following members of the staff to have been most helpful in the guidance program:

- a. Dean, School of Education
- b. A Professor in a subject-matter area
- c. A Professor in the School of Education
- d. Director of Student Teaching

3. The members of the staff which the graduates indicated had been most helpful in the various areas or items listed were:

Scholastic aptitude for teaching as a vocation:

- a. Professor in subject-matter area
- b. Dean, School of Education

Personal aptitude for teaching as a vocation:

- a. Dean, School of Education
- b. Professor, School of Education

Social aptitude for teaching as a vocation:

- a. Dean, School of Education
- b. Professor in subject-matter area

Physical aptitude for teaching as a vocation:

- a. Dean, School of Education
- b. Professor in subject-matter area

Philosophy of Education:

- a. Dean, School of Education
- b. Professor, School of Education

Selection of a particular area of specialization:

- a. Professor in subject-matter area
- b. Dean, School of Education

Selection of specific courses:

- a. Professor in subject-matter area
- b. Dean, School of Education

Selection of those areas in which the prospective teacher could make the greatest contribution:

- a. Professor in subject-matter area
- b. Dean, School of Education
- c. Placement Secretary

How to apply for a position:

- a. Dean, School of Education
- b. Professor in School of Education
- c. Professor in subject-matter area

Advisability of accepting a certain position:

- a. Dean, School of Education
- b. Placement Secretary

Assistance "on the job":

- a. Supervising teacher
- b. Director of Student Teaching
- c. Professor in subject-matter area

The total number of responses to each item indicates a relatively small number of the graduates availed themselves of the guidance and counselling service. This phase of the program in the education of the secondary teachers could be strengthened in reaching out to include a greater number.

The opinions of the secondary teacher graduates indicate the present requirements with respect to scholastic average and health to be satisfactory. With respect to the requirement in the area of speech, while 70.7 indicated the present requirement to be satisfactory; 27.9 per cent indicated the present requirement as "too low."

The place and value of guidance is irrefutable. At its best, its spirit should characterize all work within the educational program if that program is to make a maximum contribution to the lives of its students. The extent to which and the type of guidance which the staff at the College of the Pacific has given to the students has been found by the study to be commendable. However, if this phase of the educational program could be extended so that the students would realize its constant value and avail themselves of its excellent services throughout their entire educational period the secondary teacher educational program would reach new heights in its effectiveness.

CHAPTER IV

THE ACADEMIC EDUCATION OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF THE PACIFIC

Tomorrow's citizens will live in a world of ever more complex social, political, and economic inter-relationships. If this world is to make possible a good life for more and more people, human values must be clearly understood. As a citizen, the individual must have a sound sense of values. He must have the tools of knowledge by which he can understand and act in relation to the social-political-economic world in which he will live. Only thus can the democratic process be maintained and a progressive and peaceful society created.

Major responsibility for helping the individual develop this needed sense of values and for acquiring the necessary tools of learning lies with the schools. "In the eyes of the public," stated Troyer and Pace, "the main business of the schools is the transmission of the culture . . . activities, ideas, and purposes that a society has inherited from the past and produced for itself."¹

If the major responsibility for achieving this lies

¹Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, (Washington, D. C.: American Council on Education, 1944) p. 95.

with the schools, it also rests, as stated by Clark in a report at the Bowling Green Conference, "in a large part with the teacher."² But, Clark continues:

. . . the teacher who is to assume this broad responsibility must himself have a true and growing sense of values, broad social understandings, and established habits and skills in assuming citizenship responsibilities . . .

It is clear that the understandings, attitudes, and appreciations, habits and skills needed by teachers are essentially those required of all educated persons. Development of these qualities in teachers is, therefore, a matter of their general education. The social sciences have a special responsibility in the matter, though they alone cannot accomplish the necessary results. Other fields of instruction--science and mathematics, for example--can help by pointing out the social implications of knowledge and developments in their areas of interest.³

Day, in discussing the basic responsibilities of general education, states:

This task imposes responsibilities on the schools to work for the attainment of certain outcomes: for example, (1) the acquisition of basic skills; (2) the formation of habits; (3) the cultivation of interests, sensitivity, and appreciation; (4) the promotion of knowledge and understanding; (5) the inculcation of attitudes and ideas.⁴

²Lois M. Clark, "The Social Sciences in the General Education of Teachers," The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1948), p. 139.

³Loc. cit.

⁴Edmund E. Day, "Basic Responsibilities of General Education in America," The Educational Record, Supplement No. 10 (October 1936), p. 11.

Concerning these responsibilities discussed by Day,

Troyer and Pace comment:

In whatever way these outcomes or goals are classified, the basic fact is that the schools face all of them continuously, from kindergarten through college. As one ascends the educational ladder he finds that these basic tasks of general education assume special importance because teachers, more than other persons, have a responsibility for transmitting the culture of young people and for being themselves good specimens of the culture.⁵

In a report at the Bowling Green Conference, Young declared:

Because of his position as the most important agent by which experiences are transmitted to the coming generation, the teacher must appreciate the necessity for broad educational experiences for our citizens. Above all other members of the community, the teacher himself should have broad training, deep appreciations, and sympathies for many fields of knowledge and activity.⁶

Curran, in discussing the necessity for well-grounded experiences, stated:

We cannot practice what we know and believe to be the proper educational training for our public school youth without giving teachers well-grounded experiences in general education and the common learnings essential for living richly in our expanded world horizon.

The schools today are required on ever increasing scale to provide an education for youth which has as a foundation a broad practical general education and common learnings. Our teachers must be specifically and especially trained for such an important task. A

⁵Troyer and Pace, op. cit., pp. 95-96.

⁶Kenneth G. Young, "Science and Mathematics in the General Education of Teachers," The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1948), p. 146.

cultural background of experiences and an appreciation of the humanities must be well blended with the common learnings for effective utilization in the classroom.⁷

In 1926 Evenden set up nine principles of curriculum construction for teachers colleges. Of importance because of its implication for foundation or background courses is the third principle:

The third principle of curriculum making is that no teacher can be said to be adequately trained whose preparation is not well grounded in practically all of the better known fields of human knowledge--language, literature, social science, natural and physical science, mathematics, music, fine and industrial arts, and health.⁸

In its consideration of secondary teacher education curricula, the National Survey of Education or Teachers challenged the pattern of general education as follows:

There is sometimes duplication of subject matter in courses of parallel content on secondary and college level which results in loss of time, for example: Survey courses in English Literature. General European history. General chemistry.

Much secondary and collegiate mathematics that is required for general education is engineering mathematics and is not taught for general life values; nor does it contribute much to culture. It vanishes quickly and may leave little residue of important appreciations or insights for most people.

Much of the language work required of those not majoring in languages may result in little positive contribution in ability to read, speak, or write the

⁷A. Curran, "Let's Face the Facts About Teacher Education, Texas Outlook, 32:27, June, 1948.

⁸E. S. Evenden, "Criteria for the Construction of Teachers College Curricula, Teachers College Record, 27:889.

language, or in a knowledge of the literature.

Science contacts are limited to but 1 or 2 fields because of high departmentalization and because of introductory courses that are often the technical rudiments needed for the major rather than for the general student.

Social studies contacts are often inadequate in presenting problems of today. The work is not related to the future work of the teacher.

The fine arts apparently are neglected. Requirements might be more widely made in appreciation courses touching music, painting, sculpture, architecture, civic beauty, art in periodicals, and art in the home.⁹

In its recommendations for more adequate education in this important area, the Survey goes on to recommend:

In colleges and universities, the first 2 years of a 4- or 5- year college curriculum should be largely concerned with the continuation and supplementation of general education at the secondary level, and the foundation courses of the future fields of teaching.

High-school or college contact with many major fields of knowledge should be one objective of the education of teachers.

In the future some emphasis in the general education of teachers is needed upon fine arts, sociology, economics, government, biology, philosophy.

There must also be accomplished a thorough introduction of all teachers to the social, economic, and political problems of today with emphasis upon the problems of both urban and rural life. . . .

⁹Earl U. Rugg, Wesley E. Peik, Frank K. Foster, Walter C. John, and Robert E. Raup, The National Survey of the Education of Teachers, Vol. III, (Washington, D. C.: United States Department of the Interior, Office of Education, 1935), p. 355.

The amount of specialization beyond a minimum should be controlled to permit broad grounding in more of the essential fields of human activity before additional specialization is attempted.

More content might be provided for non-major students in courses designed to develop home life. It is not desirable that only home economics majors should have training in nutrition, family budgeting, care of the sick, and life. There is content in these courses that has general life value, too vital to be excluded from a general education.¹⁰

Haggerty, addressing the American Association of Teachers Colleges on the subject, "Whither the Teachers Colleges in the Academic World?" expressed the following point of view:

The teacher is the representative of modern society in the community in which he lives and works. He is society's agent for transmitting this culture in the form of organized knowledge of children and youth. It is his business to direct and quicken the interests of young people and to make them sensitive to the world of ideas, not the dead forms of knowledge to be found in books but the living world of ideas and action throbbing all about them, growing and changing in a thousand ways and issuing in works of science, history, poetry, pictures, music, and thrilling tales. It is the business of our colleges to equip for this very exacting mission.¹¹

Although not directly concerned with teacher education, Meiklejohn set forth a standard which, although unrealized, has been a challenge in the consideration of the need for a

¹⁰Ibid. pp. 354-355.

¹¹M. E. Haggerty, Eighth Yearbook, American Association of Teachers Colleges, Vol. VIII, (Oneonta, N. Y.: The American Association of Teachers Colleges, 1929), p. 42.

well-rounded education in the fundamentals of our culture for secondary teachers, as follows:

In an English-speaking democracy, every man and woman among us must know and delight in Shakespeare and the Bible. Every normal person must have some understanding of what Darwin and Galileo were doing. Music, drama, and the other arts must, at their highest levels, be made matters of common delight. All of us must study Plato and Augustine and Marx and Henry Adams and Emily Dickinson. The permanent and recurring problems of a social order must be, for each member of society, objects of vital and lively study. The life of the community must be shot through with the activities of inquiry, of taste, of creation, of interpretation. The sharing of the most significant human experiences must bring us all together into spiritual unity. We must become a genuine fraternity of learning, afraid of nothing, eager to understand everything . . . Nothing is more clear than that, taken as a whole, the present attempt of our schools and colleges to establish our young people in the ways of sensitiveness and intelligence is a ludicrous failure. Our boys and girls do not thrill with enthusiasm for the intellectual and aesthetic and volitional adventure of the race. They are not made ready to play their part in the life of a democracy . . . We have built many school-houses but we do not know as yet, what or how to teach.¹²

Adequacy of the total program. To what extent has the total education the secondary teacher education graduates received at the College of the Pacific proved adequate for their needs? Did the graduates consider their total program as excellent? above average? average? or poor? Table XIII reveals the rating which was given by the graduates to their total educational program in the Survey. It will be noted from this Table that 25.8 per cent of the majors considered

¹²Alexander Meiklejohn, What Does America Mean? (New York: W. W. Norton & Co., 1935), pp. 233-235.

TABLE XIII

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC RELATIVE TO THE
ADEQUACY OF THEIR TOTAL EDUCATIONAL
PROGRAM AT THE COLLEGE

Rating	Opinions of Majors		Opinions of Minors	
	No.	Per cent	No.	Per cent
Excellent	54	25.8	18	10.9
Above Average	101	48.3	55	33.6
Average	48	23.0	77	46.9
Poor	6	2.9	14	8.6
Totals	209	100.0	164	100.0

their program of study to be "excellent", 48.3 per cent considered it "above average", 23 per cent rated it as "average", whereas only 2.9 per cent rated their program as "poor". The opinions of the minors followed the same general pattern, 91.4 per cent rating their total education as average or better.

Value of various areas of study. If the teacher is charged with the responsibility of making a rich and meaningful contribution to the lives of his students, what areas or fields of study can provide that background so that he may achieve this objective? What areas of study will aid him in achieving his own personal desires for a rich and full life? In the Survey the graduates indicated their opinions on these questions on a five-point scale; these were extensive, considerable, some, very little, or none. Table XIV tabulates the opinions of the secondary teacher education graduates on questions. Compilations from the information in this Table indicate that the respondents particularly emphasized the value of Family Relations, Psychology, American History, English Literature, Health and Physical Education, Speech, and World History in the order given. These were rated "extensive" or "considerable" by a combined total of 58 per cent or more of the respondents. Next in importance were Fine Arts, Practical Arts, Sociology, and American Literature. Fields of study indicated by the Table to contribute "very little"

TABLE XIV

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF THE PACIFIC
AS TO THE VALUE OF VARIOUS AREAS OF STUDY IN PROVIDING THE BACKGROUND ESSENTIAL
FOR SUCCESSFUL TEACHING AS WELL AS TO ACHIEVE ONE'S OWN
PERSONAL DESIRES FOR A RICH AND FULL LIFE
(BY TOTALS)

	No. of Responses	VALUE									
		Extensive		Considerable		Some		Very Little		None	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
American History	217	70	32.2	100	46.1	42	19.4	4	1.8	1	.4
European History	212	22	10.4	80	37.7	99	46.7	11	5.2	-	-
World History	214	34	15.9	92	42.9	80	37.4	8	3.8	-	-
Economics	212	19	9.0	55	25.9	114	53.8	22	10.4	2	.9
Sociology	213	34	15.9	73	34.3	90	42.3	14	6.6	2	.9
Political Science	207	19	9.2	66	31.9	99	47.8	19	9.2	4	1.9
Ancient Language	212	3	1.4	10	4.7	51	24.1	98	46.2	50	23.6
Modern Language	213	6	2.8	28	13.2	120	56.3	50	23.5	9	4.2
Ethics, Religion	211	23	10.9	73	34.6	99	46.9	12	5.7	4	1.9
Philosophy, Logic	213	23	10.9	56	26.3	102	47.8	29	13.6	3	1.4
Mathematics	215	13	6.0	55	25.6	98	45.6	42	19.5	7	3.3
Physical Science	212	9	4.3	36	16.9	124	58.5	38	17.9	5	2.4
Biological Science	213	18	8.5	38	17.8	121	56.8	33	15.5	3	1.4
Fine Arts	213	51	2.4	61	28.6	92	43.2	9	4.2	-	-
Health, Physical Education	216	64	29.6	83	38.4	58	26.9	10	4.6	1	.5
Practical Arts	213	36	16.9	74	34.7	81	38.0	17	8.0	5	2.4
Commercial Arts	211	11	5.2	29	13.7	94	44.6	61	28.9	16	7.6
English Composition	214	14	6.6	36	16.8	109	50.9	45	21.0	10	4.7
English Literature	216	55	25.5	90	41.7	66	30.5	5	2.3	-	-
American Literature	217	31	14.3	76	35.0	99	45.6	10	4.6	1	.5
Speech	204	31	15.2	100	49.0	70	34.3	3	1.5	-	-
Psychology	215	96	44.7	77	35.8	40	18.6	2	.9	-	-
Family Relations	216	108	50.0	75	34.7	27	12.5	6	2.8	-	-

or "none" were the Ancient Languages, Commercial, Modern Languages, and English Composition.

Need for specialization. Not only should the secondary teacher be well grounded in the several basic foundation areas, but, as Coyle stated in a report at the Bowling Green Conference:

The high school teacher may be said to occupy a dual role in the education of youth.

He is a general educationist; that is, he must know the broad field of subject matter in which he teaches and must be sufficiently acquainted with other areas of study to appreciate their importance and deal with them justly. On the other hand, the high school teacher must be somewhat of a specialist in the particular area or subjects which he teaches. Thus, if he teaches chemistry, he must be well prepared to teach it thoroughly in every respect. In addition to extensive preparation in the subject of chemistry, he must be reasonably well acquainted with the broad field of sciences, and he must have sufficient acquaintance with other broad areas to be able to impress their importance upon the pupils with whom he comes into contact. The high school teacher, therefore, might well be called a general educationist with a subject specialist.¹³

Clement, in discussing the importance of subject-matter, stated:

. . . the second most important consideration in the training of teachers is a thorough command of subject-matter. This must not be only in the narrowly restricted field in which the teacher is called upon for instruction,

¹³Irvin F. Coyle, "Subject Specialization for High School Teaching," The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1949), p. 168.

but also in the broad allied aspects of the field of knowledge.¹⁴

Wilkins also emphasized the importance of general and specialized knowledge when he declared:

The modern man needs two types of knowledge. If he is to be a sympathetic, broad-minded, and generally intelligent member of society he should have some measure of significant and ordered knowledge of each of the main fields of human interest.

And if the modern man is to render efficient individual service in the maintenance and development of human society, he must have a large measure of significant and ordered knowledge within some special field. College education should, therefore, be in part general, in part special--in part extensive, in part intensive.¹⁵

Adequacy according to major subject area. To what extent did the secondary teacher education graduates of the College of the Pacific consider their education in their major subject area to be adequate for their needs? Did they consider it to be excellent? above average? average? or poor? Table XV indicates the responses of the graduates to this question in the Survey. Although the number of majors in the field of French was only two, both of these rated their preparation as excellent. It is commendable, indeed, that practically three-fourths, or 74.1 per cent of all the

¹⁴Evelyn Clement, "An Evaluation of Teacher Training," Educational Administration and Supervision, 18:2, February, 1932, p. 96.

¹⁵E. H. Wilkins, The Changing College, (Chicago, University of Chicago Press, 1937), pp. 15-16.

TABLE XV

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF
THE PACIFIC RELATIVE TO THE ADEQUACY OF THEIR EDUCATION
IN THEIR MAJOR SUBJECT AREA

Major Subject Area	Number of Majors	Adequacy								
		Excellent		Above Average		Average		Poor		No. of Responses
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
Art	5	-	-	3	75.0	1	25.0	-	-	4
Business Administration	4	1	33.3	2	67.0	-	-	-	-	3
English	27	10	37.0	9	33.3	5	18.5	3	11.1	27
French	2	2	100.0	-	-	-	-	-	-	2
Home Economics	10	-	-	6	60.0	4	40.0	-	-	10
Industrial Art*	2	1	100.0	-	-	-	-	-	-	1
Mathematics	11	5	45.4	4	36.4	2	18.2	-	-	11
Music	40	6	16.2	23	62.2	7	18.9	1	2.7	37
Physical Educa- tion (Men)	29	3	12.0	11	44.0	10	40.0	1	4.0	25
Physical Educa- tion (Women)	17	2	13.3	7	46.7	5	33.3	1	6.7	15
Science:										
Biological	4	2	66.7	1	33.3	-	-	-	-	3
Physical	5	2	40.0	3	60.0	-	-	-	-	5
Social Science	53	15	29.4	25	49.0	11	21.6	-	-	51
Spanish	4	2	50.0	-	-	-	-	-	-	4
Speech	15	3	27.2	5	45.4	3	27.2	-	-	11
Not Reported	2	-	-	-	-	-	-	-	-	2
Totals	230	54	25.8	101	48.3	48	23.0	6	2.9	211

*Work taken at another college

majors in all departments considered their preparation to be above average or excellent, whereas 97.1 per cent rated it as average or above. These ratings by the graduates would thus seem to indicate that the requirements of the College of the Pacific for the completion of a major in the various departments has been adequate for the needs of the graduates.

Adequacy according to minor subject area. What were the opinions of the secondary teacher education graduates with respect to the adequacy of their education in their minor subject area? Table XVI indicates the ratings given by the graduates in the Survey to this area of their program. A rating of "excellent" or "above average" was indicated by 55.8 per cent of the graduates, whereas "average" or better was indicated by 91.4 per cent of the graduates. Although several of those who had a minor in English and Social Science as well as one each in Business Administration and Men's Physical Education indicated a need for improvement, it would appear that with almost one-half rating their education as average or excellent, the program has met the needs of most of the graduates.

Most valuable courses. What courses which were taken by the secondary teacher education graduates were considered by them to be most valuable in their teaching major and teaching minor? The individual courses which they considered most valuable are listed in Table XVII. It is interesting to note

TABLE XVI

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF
THE PACIFIC RELATIVE TO THE ADEQUACY OF THEIR EDUCATION
IN THEIR MINOR SUBJECT AREA

Minor Subject Area	Number of Minors	Adequacy								No. of Responses
		Excellent		Above Average		Average		Poor		
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
Art	8	1	20.0	1	20.0	3	60.0	-	-	5
Business Administration	5	1	20.0	-	-	3	60.0	1	20.0	5
English	39	1	2.9	15	42.8	13	37.1	6	17.1	35
French	3	-	-	1	50.0	1	50.0	-	-	2
Home Economics	1	-	-	1	100.0	-	-	-	-	1
Latin	1	-	-	-	-	-	-	-	-	0
Mathematics	7	1	20.0	2	40.0	2	40.0	-	-	5
Physical Educa- tion(Men's)	7	1	20.0	-	-	3	60.0	1	20.0	5
Physical Educa- tion(Women's)	10	3	50.0	1	16.7	2	33.3	-	-	6
Science:										
Biology	12	-	-	4	40.0	6	60.0	-	-	10
Physical	1	-	-	-	-	1	100.0	-	-	1
Social Science	54	5	12.2	11	26.8	21	51.2	4	9.8	41
Spanish	5	-	-	1	50.0	1	50.0	-	-	2
Speech	24	-	-	7	70.0	3	30.0	-	-	10
Not Listed	53	-	-	-	-	-	-	-	-	3
Totals	230	13	10.9	44	33.6	59	46.9	12	8.6	102

TABLE XVII

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE
OF THE PACIFIC WHICH THEY CONSIDERED TO BE MOST VALUABLE IN THEIR
TEACHING MAJOR AND TEACHING MINOR

Department and Course	No. of persons indicating courses as most valuable in teaching major	No. of persons indicating courses as most valuable in teaching minor
Art		
Freehand Sketching	1	
Stage Design	1	
Graphic Art		1
Color and Design		1
Methods in Art	1	
Business Administration		
Accounting	2	2
Economics		
Contemporary Economic Problems	1	
English		
Advanced Grammar	4	6
Methods in English	4	
History of the English Language	2	
World Literature and Art	2	1
Shakespeare	2	1
Survey of English Literature	2	2
Contemporary American Literature	1	3
Contemporary English Literature		1
Comparative Literature	1	
Development of the Novel	1	
Continental Fiction		1
Home Economics		
Experimental Foods	2	
Advanced Clothing	1	
Methods		1
Physical Science		
Atomic Physics	1	
Organic Chemistry		1
Modern Languages		
Spanish Conversation and Composition	1	1

TABLE XVII (continued)

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE
OF THE PACIFIC WHICH THEY CONSIDERED TO BE MOST VALUABLE IN THEIR
TEACHING MAJOR AND TEACHING MINOR

Department and Course	No. of persons indicating courses as most valuable in teaching major	No. of persons indicating courses as most valuable in teaching minor
History and Political Science		
United States History	7	3
Methods	4	
National State Governments	2	
International Relations	1	
Foreign Relations	1	1
History and Historians	1	1
Diplomatic History of the United States	1	1
History of Western Civilization	1	
20th Century United States	1	
The American Scene		1
Continental History		1
California History		1
Public Opinion		1
The World Today		1
American National Government		1
Early Presidents of the United States		1
History of Russia		1
Speech		
Clinical Laboratory in Speech		
Correction	3	
Speech Composition	2	2
Corrective Speech Technique	1	1
Art of Interpretation		1
Phonetics	2	1
Methods	2	1
Public Speaking	2	4
Speech and Diction		1
Fundamentals of Speech	2	4
Semantics		1
Biological Science		
Field Zoology		1

TABLE XVII (continued)

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE
OF THE PACIFIC WHICH THEY CONSIDERED TO BE MOST VALUABLE IN THEIR
TEACHING MAJOR AND TEACHING MINOR

Department and Course	No. of persons	
	indicating courses as most valuable in teaching major	indicating courses as most valuable in teaching minor
Music		
Secondary School Music Methods	10	
School Band and Orchestra Methods	2	
A Capella	2	
Piano	2	
Choral Conducting	2	
Instrument Technique	1	
Form and Analysis Theory	1	
Elementary Music Methods	1	
Health, Physical Education and Recreation		
Administration of Physical Education	10	3
Game and Sports Technique	10	3
Principles of Physical Education	4	1
Kinesiology	2	
Team Games	1	
Organization of Play Activities		1
Advanced Hygiene		1

those courses in the various departments which the graduates selected as "most valuable." In Business Administration, they selected Accounting. In English, they selected Advanced Grammar and Methods in English. In History and Political Science, they selected United States History and Teaching of the Social Sciences. In Home Economics, they selected Experimental Foods; in Speech it was Speech Correction; in Music, Secondary School music Methods. In Health and Physical Education they selected Game and Sports Technique and Administration of Physical Education. A Summary of the data is given in Table XVIII. Those departments in which the greatest number of courses were listed were English, History and Political Science, Music, and Speech.

Least valuable courses. Courses considered by the graduates to have contributed least in their preparation is shown by Table XIX. Here again, many courses were named, but it is interesting to note that only in isolated instances was a course rated as being "least valuable" by more than one of the respondents. A summary of these data is given in Table XXX.

Courses desired by the graduates. What courses do the College of the Pacific secondary credential graduates wish they had taken? After experience in a field, one often hears the statement, "I wish I had taken ____." Just what are these courses? An indication of these desired courses is

TABLE XVIII

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES
WHICH THEY CONSIDERED TO BE MOST VALUABLE IN
THEIR TEACHING MAJOR AND TEACHING MINOR
(SUMMARY OF DATA)

Department	By Majors in the Department		By Minors in the Department	
	No. of Respondents	No. of Courses	No. of Respondents	No. of Courses
Art	3	3	2	2
Biological Science	-	-	1	1
Business Administration	2	1	2	1
English	19	9	16	8
Health, Physical Education and Recreation	27	5	9	5
History and Political Science	23	9	14	12
Home Economics	3	2	1	1
Mathematics	2	2	1	1
Modern Language	1	1	1	1
Music	21	8	-	-
Physical Science	1	1	-	-
Speech	12	7	17	7
Psychology	1	1	3	1
Totals	116	50	68	42

TABLE XIX

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES OF THE
COLLEGE OF THE PACIFIC WHICH THEY CONSIDERED TO BE LEAST
VALUABLE IN THEIR TEACHING MAJOR AND TEACHING MINOR

Department and Course	No. of persons indicating course as least valuable in teaching major	No. of persons indicating course as least valuable in teaching minor
Art		
Stagecraft	3	1
Costume Design		1
Mechanical Drawing	1	
Economics		
Public Finance	1	
Contemporary Economic Problems	1	1
History of Economics	1	1
Industrial Management		1
English		
Advanced Grammar		3
Playwriting	1	
Appreciation of Poetry	1	1
Contemporary American Literature	1	1
Play Production	1	
Advanced Comparative Literature	1	
Modern American Drama		1
Survey of English Literature		2
The Art of Language		1
Literature of a Democracy	1	
Free Reading	1	
Playwriting	1	
History and Political Science		
Seminar in United States History	1	
Oriental History	1	
America Since 1920	1	
Westward Movement		1
History of Western Civilization		1
History of Great Britain		1
Psychology		
Mental Hygiene	1	
Adolescent Psychology	1	

TABLE XIX (continued)

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES OF THE
COLLEGE OF THE PACIFIC WHICH THEY CONSIDERED TO BE LEAST
VALUABLE IN THEIR TEACHING MAJOR AND TEACHING MINOR

Department and Course	No. of persons indicating course as least valuable in teaching major	No. of persons indicating course as least valuable in teaching minor
Home Economics		
Home Management	1	
Home Gardening	1	
Advanced Nutrition		1
Methods in Home Economics	1	
Mathematics		
Modern Plane Geometry	1	1
Differential Equations	2	
Theory of Numbers		1
Advanced Calculus		1
History of Teaching Mathematics		1
Modern Languages		
Modern Spanish Drama		1
Speech		
Corrective Speech Technique	1	
Voice and Diction		1
Music		
Form and Analysis	2	
Counterpoint	4	
Orchestration 11	2	
Pedagogy of Harmony	1	
School Band and Orchestra Methods	1	
Elementary School Music Methods	1	
Sociology		
Cultural Anthropology	1	
Zoology		
Comparative Anatomy	1	

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TABLE XIX (continued)

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES OF THE
COLLEGE OF THE PACIFIC WHICH THEY CONSIDERED TO BE LEAST
VALUABLE IN THEIR TEACHING MAJOR AND TEACHING MINOR

Department and Course	No. of persons indicating course as least valuable in teaching major	No. of persons indicating course as least valuable in teaching minor
Health, Physical Education and Recreation		
Principles of Physical Education	1	1
Advanced Hygiene		1
Organization of Play Activities		1
Administration of Physical Education		3
Game and Sports Technique	1	3
Kinesiology	2	
Administration of Public Recreation	1	
Tests and Measurements in Physical Education	1	
Principles of Public Health	1	1
Safety Education		1

TABLE XX

COURSES TAKEN BY THE SECONDARY TEACHER EDUCATION GRADUATES WHICH
THEY CONSIDERED TO BE LEAST VALUABLE IN
THEIR TEACHING MAJOR AND TEACHING MINOR
(SUMMARY OF DATA)

Department	By Majors in the Department		By Minors in the Department	
	No. of Respondents	No. of Courses	No. of Respondents	No. of Courses
Art	4	2	2	2
Economics	3	3	3	3
History & Political Science	3	3	3	3
Home Economics	2	2	2	2
Psychology	2	2	1	1
Mathematics	3	2	4	4
Modern Language	-	-	1	1
Speech	1	1	1	1
Music	9	4	-	-
Health & Physical Education	7	6	11	7
Sociology	1	1	-	-
Zoology	1	1	-	-
Totals	44	36	35	28

given in Table XXI. Again, numerous courses were listed. However, there are several duplications of importance. In The Art Department, Art Appreciation was desired. In English, there was a definite desire for "survey" courses in both English and American Literature, Advanced Grammar, as well as "any of Dr. Farley's courses." In History and Political Science, "more United States History" was desired by both those who had a major as well as those who had a minor in this area. Possibly the greatest demand for more work in any department was that of Speech in which a duplication of several specific courses is evident. Among these were Speech Correction, Speech Therapy, Speech Psychology, Clinical Methods in Speech, and Story Telling. Table XXII summarizes the courses desired by the teachers by departments. A total of 89 majors in the various departments indicated a desire for 70 different courses. In the field of their minor, 36 of the respondents indicated a desire for 27 different courses.

SUMMARY

If the teacher is to be the representative of modern society in the community in which he lives and works, if he is to be society's agent for transmitting the culture in the form of organized knowledge, if it is to be his responsibility to direct and quicken the interests of youth in order that

TABLE XXI

COURSES IN THE VARIOUS DEPARTMENTS OF THE COLLEGE OF THE PACIFIC
WHICH THE SECONDARY TEACHER EDUCATION GRADUATES
WISH THEY HAD TAKEN

Department and Subject		Desired by Teaching Majors	Desired by Teaching Minors
Art			
Flower Arrangement		1	
Plastics		1	
Jewelry		1	
Draperies and Pattern Drafting		1	
Architecture		1	1
Sculpture		1	1
Art Appreciation		1	2
Costume Design		1	
Crafts		1	
Stage Design		1	
Ceramics		1	
Silk Screen		1	
English			
Survey Courses in English Literature		3	
Survey Courses in American Literature		3	
Advanced Grammar		1	3
Stagecraft and Drama		1	
Art of Language		1	1
Any of Dr. Farley's Courses		3	
Contemporary American Literature		1	
Creative Writing			1
Journalism			1
More courses in the American Theater			1
World Literature and Art		1	1
Dramatics			1
Literary Criticism		1	
Shakespeare		1	
Biography			1
Browning			1
Home Economics			
More Nutrition		1	
Psychology			
Clinical Psychology		1	
Abnormal Psychology		1	

TABLE XXI (continued)

COURSES IN THE VARIOUS DEPARTMENTS OF THE COLLEGE OF THE PACIFIC
WHICH THE SECONDARY TEACHER EDUCATION GRADUATES
WISH THEY HAD TAKEN

Department and Subject	Desired by Teaching Majors	Desired by Teaching Minors
History and Political Science		
Medieval History	1	
Political History	1	
More United States History	6	4
California History	1	
History Survey Courses	1	
European History	1	
Public Relations	1	
Westward Movement of the United States	1	
Oriental History	1	1
French History		1
History of Latin America		1
Early World History	1	
Pan-American Relations		1
Chemistry		
Food Chemistry	1	
Physical Chemistry	1	
Mathematics		
History of Mathematics	1	
Speech		
Phonetics	1	1
Speech Correction		2
Speech Therapy		2
Public Speaking		1
More Speech Work	2	3
More Speech Correction Courses	1	
More Speech Psychology	2	
Remedial Reading	2	1
Clinical Methods in Speech	1	
Radio	2	1
Story Telling	2	

TABLE XXI (continued)

COURSES IN THE VARIOUS DEPARTMENTS OF THE COLLEGE OF THE PACIFIC
WHICH THE SECONDARY TEACHER EDUCATION GRADUATES
WISH THEY HAD TAKEN

Department and Subject	Desired by Teaching Majors	Desired by Teaching Minors
Music		
Music History	2	
Piano Normal	1	
Advanced Harmony	1	
A Capella	1	
Music Appreciation	1	
Instrument Repair	1	
Rural School Music	1	
Health, Physical Education and Recreation		
Kinesiology	2	1
Tumbling, Fencing, etc.		1
Boxing		1
Methods of Coaching	1	
Coaching minor Sports	1	
Recreational course	2	
Coaching theory	1	
Administration and Organization of Health in Major Schools		
Dancing--ballet, tap	1	
Corrective Physical Education	1	
Officiating Training	1	
Administration of intra--mural sports	1	
Health	1	
Better courses in sports technique	1	
Sex Hygiene	1	
Miscellaneous Courses		
Embryology	1	
Library Course	1	
Physiology	1	
Physics	1	
Zoology	1	

TABLE XXII

COURSES WHICH THE COLLEGE OF THE PACIFIC SECONDARY
TEACHER EDUCATION GRADUATES WISH THEY HAD TAKEN
(SUMMARY OF DATA)

Department	By Majors in the Department		By Minors in the Department	
	No. of Respondents	No. of different courses	No. of Respondents	No. of different courses
Art	10	10	2	2
Business Administration	3	3	1	1
English	16	10	11	9
History-Political Science	14	9	8	5
Home Economics	1	1	-	-
Psychology	2	2	-	-
Chemistry	2	2	-	-
Mathematics	1	1	-	-
Speech	13	8	11	7
Music	7	6	-	-
Physical Education & Health	15	13	3	3
Biology	1	1	-	-
Physics	1	1	-	-
Zoology	2	2	-	-
Library	1	1	-	-
Totals	89	70	36	27

they may be sensitive to the world about them in science, history, literature, art, and music, he himself must have attained that background, those understandings and appreciations, those tools of knowledge which will achieve those goals. It is toward this goal that the academic education of the College of the Pacific would be directed in its secondary teacher education program.

In its attempt to achieve this goal, the opinions of the graduates seemed to reveal the following:

1. The total educational program of the College of the Pacific was considered by the majors of the various departments to be excellent by 25.8 per cent; above average by 48.3 per cent; average by 23 per cent. In the opinion of the minors of the various departments it was rated average or above by 91.4 per cent.

2. Those areas of study considered to be most valuable in providing the necessary background for successful teaching were:

- a. Family Relations
- b. Psychology
- c. American History
- d. English Literature
- e. Health, Physical Education and Recreation
- f. Speech
- g. World History

3. The adequacy of the College of the Pacific Education according to the major and minor subject areas is noteworthy. Seventy four and one-tenth per cent of the majors in all departments considered their preparation to be above average or excellent; 97.1 per cent rated it as average or above. In the minor subject area, a rating of excellent or above was indicated by 44.5 per cent, whereas 91.4 per cent indicated it to be average or better.

4. Individual courses which were considered most valuable by departments were:

Business Administration: Accounting

English: Advanced Grammar, Methods in Teaching
English

History-Political Science: United States History,
Teaching the Social Sciences

Home Economics: Experimental Foods

Psychology: Mental Hygiene

Speech: Speech Correction

Health, Physical Education and Recreation: Game and
Sports Technique, Administration of Physical
Education

Music: Secondary School Music Methods

5. The departments in which the greatest number of valuable courses were listed were: English, History-Political Science, Music, and Speech.

6. In indicating the courses which were of least value, it was only in isolated instances that a course was indicated as such by more than one person.

7. Numerous courses were listed by the graduates as "wish they had taken." Those desired most frequently were:

Art: Art Appreciation

English: Survey courses in both English and American Literature, "any of Dr. Farley's courses"

History-Political Science: More United States

History

Speech: Speech Correction, Speech Therapy, Speech Psychology, Remedial Reading, Story Telling

In considering the total academic educational program of the secondary teacher education graduates of the College of the Pacific, the responses of the graduates seemed to indicate the academic preparation which they received at the College of the Pacific had adequately met their needs.

CHAPTER V

THE PROFESSIONAL EDUCATION OF THE SECONDARY TEACHER GRADUATES OF THE COLLEGE OF THE PACIFIC

Teaching is indispensable to the preservation and improvement of any nation. By this means, knowledge is passed on from generation to generation, and, as stated by the Commission on Teacher Education:

. . . its wider diffusion and more rapid advancement is made possible. Through teaching, the powers of youth are drawn out and disciplined in practice. Through teaching, the values that characterize a culture are built into the personalities of those in whose hands that culture's fate must lie. Through teaching, a people's capacity to meet change in ways that increase the national welfare is strengthened.¹

To achieve an effective program in order that this challenge may be effected has long been a major problem of the profession. What education courses or activities should be carried on? What ought to be the basic areas of emphases? How may the gap between theory and practice be bridged? To these and related questions professional leaders, teacher education institutions, and state departments have sought workable answers.

In a keynote address at the Bowling Green Conference,

¹Commission on Teacher Education, Teachers for Our Times, (Washington, D. C., American Council on Education, 1944), p. 23.

Engleman stated:

The responsibilities are prodigious, the stakes for mankind are set . . . the time is running out. If teachers are to be equal to their tasks, the professional content must be increased, integrated and modernized.²

BASIC PROFESSIONAL COURSES IN TEACHER EDUCATION

"Why should I take Principles of Secondary Education? Philosophy of Education? Psychology of Education? et cetera, et cetera is often heard. What are the underlying criteria or principles for prescribing courses such as these? In speaking of the organization of collegiate curricula for the professional preparation of teachers, Bagley stated:

The curricula of collegiate grade that have for their purpose the preparation of teachers should be professionalized throughout in the sense that every course be chosen with specific reference to the contribution that it makes to the teacher's equipment.³

With regard to specific courses, Bagley stated:

The so-called "professional" courses--psychology, history of education, principles of teaching, school management, practice teaching, and the like, should be judged not only by the extent to which they increase specific skill in classroom procedure, but also by their contribution to the broader professional intelligence and insight of the teachers.⁴

²P. E. Engleman, "Redirection of Teacher Education," The Education of Teachers, (Washington, D. C.: National Education Association of the United States, 1948), pp. 177-178.

³W. S. Learned and W. C. Bagley, The Professional Preparation of teachers for American Public Schools, Bulletin No. 14, (New York: Carnegie Foundation, 1944), p. 392.

⁴Ibid., pp. 183-184.

In discussing a curriculum for professional teacher education at Syracuse University, Hartley declared:

. . . the objectives of a program of teacher preparation must be determined on the one hand by actual present-day demands upon teachers, and on the other by the clearly developing changes in secondary education as a whole. In other words, it must be both realistic and immediately practical as well as intelligently forward looking . . .⁵

Evenden, while recognizing there has been considerable controversy relative to courses in Education, has stated:

There is little doubt in the minds of most citizens and none in the minds of most teachers that a teacher does need to know something about the place of the school in society, the nature of children being taught, the difficulties in learning certain information or developing certain skills, the standards of accomplishments which should be expected, the methods of adjusting a school work to individual needs, and similar information which is distinct from the knowledge of the specific subject taught.⁶

The National Survey of the Education of Teachers presents seven minimum essentials of a teacher's professional preparation:

1. Professional orientation.--This should disclose to the prospective teacher the place of education in society, its relationships to other professions and the opportunities for service in the principal fields of educational work. . . .

⁵Helene W. Hartley, "Developing a Curriculum for Professional Teacher Preparation," A Functional Program of Teacher Education, (Washington, D. C.: American Council on Education, 1941, p. 76.

⁶E. S. Evenden, "Making the Preparation of Teachers More Professional, National Survey of the Education of Teachers, Vol. VI, (Washington, D. C.: United States Department of the Interior, Office of Education, 1935), pp. 72-73.

2. Essential Professional tools.--Those professional skills and concepts which are required by all teachers and which are frequently used in other courses for teachers should be included in professional "service" courses and given as early in the curriculum as possible.

3. A sympathetic understanding of the physical, mental, and social characteristics of the children or adults to be taught.

4. The essential teaching methods and techniques appropriate to the subject or grade which the teacher is preparing to teach.

5. A knowledge of the organization and management of class instruction in the types of school in which the teacher expects to be placed.

6. Opportunities for acquiring a "safety minimum of teaching skill" through observation, participation, and actual practice under supervision. . . .

7. Equipment of the individual teacher with an integrated (working) philosophy of education and teaching and the contribution which he may be expected to make in his field of work . . .

The following report by a committee of the Department of Secondary School Principals on the Issues of Secondary Education indicates the importance which they ascribed to a knowledge of the aims, organization, and principles of secondary education:

No person should be a teacher, supervisor, or administrator in the secondary field unless he has a clear vision of the place of the secondary school in the whole educational scheme, both above and below.

Each teacher, supervisor, and administrator should have a clear concept of the special functions of secondary

⁷ Ibid., pp. 93-94.

education.⁸

Peik, who was commissioned by The Educational Policies Commission to study the major needs in the improvement of teacher education, reported as follows:

The prospective teacher must acquire an understanding of the functions and purposes of education in society and of the historical evolution, the prevailing practices and the current policies of the institution in which he is to work.

It is essential that a teacher be thoroughly familiar with childhood and adolescence, with the characteristics of these periods, with the extent and nature of individual differences, and with the nature of the learning process.

An understanding of the principles of statistics and of educational and mental measurements enables the teacher to become a more intelligent consumer, and to a lesser degree, a producer of educational research.

Planning units of instruction, locating references suitable to a given stage of development and further discriminative selection of varying degrees of ability, together with a knowledge of courses of study and their construction, are essential phases of professional orientation.

The organization, administration, and supervision of education is a general element of technical education concerning which each teacher should be well informed.

He also needs accurate information about such phases of his own profession as: salary schedules, economic security, professional ethics, sabbatical leave, professional organization, tenure, health, disability, retirement, and his relations to school board,

⁸Department of Secondary School Principals, Issues of Secondary Education, (Washington, D. C.: National Education Association of the United States, 1934), pp. 247-248.

superintendent, principal, and associates.⁹

It is thus evident from the foregoing discussion that a sound program for secondary teacher education must thus include certain basic professional concepts and understandings. Only through this media can the prospective teacher acquire those fundamental knowledges, concepts, skills, and techniques which will enable him to make a maximum contribution.

Value of courses in the School of Education. From the above discussion it is evident that educators stress the importance and contribution of the professional courses in the educational program of prospective teachers. But, do the secondary teacher credential graduates concur in this selection? The Survey requested the secondary teacher education graduates to indicate on a five point scale of extensive, considerable, some, very little, or none the value they attribute to the courses they took in the School of Education. Table XXIII tabulated their responses. Compilations from this Table indicate relatively high appraisal for the courses in the School of Education. Of the courses taken, approximately 82 per cent were rated as having extensive or considerable value by 55 per cent or more of the graduates. Sixty-four per cent of the courses were accorded this rating by

⁹ Educational Policies Commission, The Improvement of Teacher Education, (Washington, D. C.: National Education Association of the United States, 1938), pp. 53-54.

TABLE XXIII

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF THE PACIFIC
RELATIVE TO THE VALUE OF THE COURSES THEY HAD TAKEN IN THE SCHOOL OF EDUCATION

Course	No. of Responses	Value									
		Extensive		Considerable		Some		Very Little		None	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
History of American Education	162	13	8.0	43	26.5	74	45.7	27	16.7	5	3.1
History of European Education	61	3	4.9	12	19.7	29	47.5	17	27.9	-	-
Educational Sociology	58	1	1.7	27	46.6	22	38.0	5	8.6	3	5.1
Principles of Secondary Education	194	27	13.9	81	41.8	57	29.4	24	12.4	5	2.5
General Methods of High School Teaching	164	46	28.1	64	39.0	41	25.0	9	5.5	4	2.4
Directed Teaching in High School	192	119	61.9	48	25.0	19	9.9	6	3.2	-	-
Tests and Measurements	87	16	18.4	31	35.6	29	33.3	9	10.4	2	2.3
Guidance and Counselling	63	24	38.1	19	30.1	12	19.1	8	12.7	-	-
Introduction to Audio-Visual Methods	69	17	24.5	30	43.5	16	23.2	4	5.8	2	2.0
Audio-Visual Methods of Teaching	17	5	29.4	7	41.2	2	11.8	3	17.6	-	-
Current Educational Literature	34	8	23.5	18	53.0	7	20.6	1	2.9	-	-
The School Curriculum	45	9	20.0	22	48.9	10	22.2	4	8.9	-	-
Techniques of Research	26	8	30.8	7	26.9	9	34.6	2	7.7	-	-
Legal Aspects of Education	30	11	36.7	11	36.7	7	23.3	1	3.3	-	-
Problems of School Housing	11	-	-	2	18.2	7	63.6	2	18.2	-	-
Secondary School Problems	29	6	20.7	14	48.3	7	24.2	1	3.4	1	3.4
Departmental Methods Courses	88	38	43.2	24	27.3	22	25.0	4	4.5	-	-
Psychology of Parent-Child Relationships	27	10	37.1	12	44.4	3	11.1	2	7.4	-	-
Educational Psychology	190	41	21.6	72	37.9	54	28.4	15	7.9	8	4.2
Psychology of Adolescence	161	58	36.0	68	42.2	27	16.8	5	3.1	3	1.9
Mental Hygiene	113	37	32.8	43	38.0	23	20.4	9	7.9	1	.9
Child Growth and Development	95	36	37.9	38	40.0	17	17.9	4	4.3	-	-

68 per cent or more, while approximately 23 per cent of the courses were accorded this rating by 75 per cent or more of the graduates. This would seem to indicate that with only a few exceptions, the courses in the School of Education were of definite value.

Which of these courses are considered as of greatest value? Directed Teaching ranked first, 61.9 per cent having ranked it's value as extensive. Second place was accorded Departmental Methods; third, Guidance and Counseling; fourth, Child Growth and Development; fifth, Psychology of Parent Child Relationships; sixth, Legal Aspects of Education.

Methods of instruction. From what methods of instruction that have been used in the various courses have the secondary credential graduates derived the greatest value? Table XXIV indicates the responses of the graduates to this question. From compilations in this Table (combining first and second choices) it will be noted that an over-whelming majority, 83.2 per cent, favored that type of instruction which included "first-hand experience or observation followed by critical appraisal and interpretation." Next in value and vying for second place were the "seminar (directed discussion based on extensive study by each person in the seminar)" (61.9 per cent), and "correlation of principles with observation and contacts with adolescent youth" (61.9 per cent). In third place was the "informal discussion

TABLE XXIV

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF THE PACIFIC
RELATIVE TO THE VALUE OF THE VARIOUS METHODS OF INSTRUCTION USED
BY THEIR PROFESSORS IN THE EDUCATION COURSES THEY HAVE TAKEN

Method	No. of Respondents	Choice of Method									
		1st		2nd		3rd		4th		5th or below	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Formal Lecture	176	20	11.4	29	16.3	42	23.9	40	22.8	45	25.6
Informal Lecture	190	35	18.4	56	29.5	38	20.0	22	11.6	39	20.5
Assigned Readings	176	12	6.8	23	13.1	36	20.5	54	30.7	51	28.9
Informal Discussion	189	58	30.7	57	30.2	27	14.3	20	10.5	27	14.3
First-hand experience	203	142	69.9	27	13.3	14	6.9	13	6.4	7	3.4
Informal Discussion with Prepared Papers	148	24	16.2	45	30.4	31	21.0	28	18.9	20	13.5
Seminar	155	54	34.8	42	27.1	22	14.2	16	10.3	21	13.6
Individual Projects	174	35	20.1	49	28.2	40	22.9	20	11.5	30	17.3
Case Studies	164	20	12.2	47	28.7	30	18.3	17	10.4	40	24.4
Correlation of Principles	160	53	33.1	46	28.8	25	15.6	10	6.2	26	16.3

favored by 60.9 per cent of the respondents. Those methods which the graduates indicated as contributing the least were "assigned readings with recitations and quizzes," "formal lecture," and "case studies," in the order given. The opinions thus expressed by the graduates would seem to indicate their approval for a very practical type of approach or method--one in which they have the opportunity not only to lay the foundation for sound practices, but one which goes further and applies these principles to actual situations, providing them with the opportunity of seeing these principles in actual practice.

The above opinions of the graduates concur with the statement of Hartley:

The first principle is that the acquisition of the knowledge, skill, and attitudes essential to a proposed objective can best be acquired through a close integration of theory and practice at each step of the learning process . . . Experience accompanied by interpretation, evaluation, comparison, and generalization must be the basic procedure throughout.¹⁰

Methods courses. If the methods courses are to be of significance, the time at which they are taken is extremely important. At what time in the educational program did the secondary teacher education graduates of the College of the Pacific believe the methods courses would be of greatest

¹⁰Helene W. Hartley, "Developing a Curriculum for Professional Teacher Preparation, "A Functional Program of Teacher Education, (Washington, D. C.: American Council on Education, 1941), pp. 79-80.

value? The respondents to our questionnaire very definitely agreed the general methods courses would be of greatest significance if taken prior to their directed teaching. (Table XXV) There was, however, a divergence of opinion as to the time when the course in departmental methods would be of greatest value. While 37.8 per cent of the respondents believed they would be most valuable if taken prior to their directed teaching, 47.7 per cent favored taking their departmental methods course concurrently with their directed teaching.

II. LABORATORY EXPERIENCES

One of the deep concerns of those responsible for the education of teachers has been the provision of laboratory or first-hand experiences. Manifestation of this concern is found in the numerous expressed points of view regarding its place in the program. Caswell, in an address at a meeting for Student Teaching in St. Louis stated:

. . . extended laboratory experience is essential for good teacher education. It is not enough for the teacher to know a thing on the conceptional level; he must be able to interpret knowledge into action. Workers in other phases of education may be content to teach with major emphasis on what the student knows, but in teacher education this is fatal. Attention must focus all the time on what the student can do. Advising prospective teachers that they should understand their pupils, giving them verbal accounts of study techniques, and having them read reports on cases others have analyzed will be of little value unless the student is guided through the final difficult steps of actually studying a given pupil,

TABLE XXV

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE
OF THE PACIFIC AS TO THE TIME IN THE EDUCATIONAL PROGRAM WHEN
THE GENERAL AND DEPARTMENTAL METHODS COURSES
WOULD BE OF THE GREATEST VALUE

	METHODS COURSES			
	General		Departmental	
	Number	Per cent	Number	Per cent
Prior to Directed Teaching	164	71.3	81	37.8
Concurrent to Directed Teaching	52	22.6	102	47.7
Subsequent to Directed Teaching	22	.9	21	9.8
Other:				
Prior as well as concurrent to Directed Teaching	12	5.2	10	4.7
Totals	230	100.0	214	100.0

selecting appropriate techniques, analyzing the results, appraising the implications for teaching, and carrying into operation the resulting plans.¹¹

The Committee on Professional Laboratory Experiences of the American Association of Colleges for Teacher Education set forth several principles of importance and note:

I. The particular contribution of professional laboratory education of teachers is threefold: (1) an opportunity to implement theory--both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations. . .

II. The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance . . .

III. Professional laboratory experiences should provide guided contact with children and youth of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

IV. The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school . . .¹²

¹¹Hollis L. Caswell, "The Place of the Campus Laboratory School in the Education of Teachers," Teachers College Record, 50:441, April, 1940.

¹²John G. Flowers, Allen D. Patterson, Florence G. Stratemeyer, "School and Community Laboratory Experiences in Teacher Education," Second Yearbook, 1949. (Oneonta, New York: The American Association of Colleges for Teacher Education, 1949), p. 48.

The staff of the Illinois State Normal University proposes the following tentative objectives for their student teaching program:

1. To provide experiences for the student that will develop desirable personal characteristics and desirable relationships with others
2. To provide experiences for the student that will develop ability of the student to work effectively with parents and general welfare of the pupils
3. To provide opportunities to develop continually a philosophy of education that is sound, workable, growing, and democratic
4. To provide experiences for the student in using methods of instruction to the point where he will be competent to undertake and do independent teaching
5. To provide experiences for the student teacher in recognizing individual differences in pupils and in providing for such differences in teaching.
6. To provide experiences in evaluating the results obtained in teaching and in accomplishing the general objectives of the school program
7. To provide experiences for the students that will enable him to see his responsibility to the administration both in carrying out administrative assignments and in using democratic procedures for improving school administration
8. To provide experiences for the students that will develop desirable professional interests, attitudes, and ideals.
9. To provide opportunities for the student to improve his academic background that is needed in teaching¹³

¹³Ibid., pp. 144-145.

The importance of these experiences is further indicated by educators. Bigelow stated:

. . . the importance for providing students with direct experiences in relation to classroom study has increased. Special attention should be given to enabling prospective teachers to study children, schools, and communities at first hand--not merely to observe them but to work with them with some appropriate degree of responsibility. Such opportunity should begin fairly early in the preparatory program and be continued in complementary relation to variety of classroom experiences.¹⁴

Bigelow further stated:

Student teaching experience should provide opportunities not merely to carry on instruction but also to become acquainted with the children, the staff, the life and the problems of the whole school in which the experience is had.¹⁵

Stratemeyer stated:

For some time, findings in the fields of psychology and human biology have pointed to active learners in real situations as an essential to effective teaching. For some time, educators have explained to the intending teacher that the interests in and benefits gained from a learning situation are increased by activity on the part of the learner. . . . The group gathered at Chautauqua . . . went on record in giving real recognition to the significance of direct experiences in the program of professional education.¹⁶

¹⁴Karl W. Bigelow, "Better Teacher Preparation," Association of American Colleges Bulletin, (Oneonta, New York: American Association of Teachers Colleges, 1943), p. 188.

¹⁵Ibid., p. 189

¹⁶Florence Stratemeyer, "The Current Study of Student Teaching," Twenty-Sixth Yearbook, American Association of Teachers Colleges, (Oneonta, N. Y.: American Association of Teachers Colleges, 1947), p. 39.

At the Miner Teachers College these objectives were given for student teaching on the secondary level:

1. The development of greater mastery of subject matter and of educational principles
2. The development of some measure of skill by the student teacher in certain fundamental methods, procedures, and techniques used in the teaching-learning process
3. The development of desirable professional interests, attitudes, and ideals
4. The development of desirable personal characteristics and of desirable relationships to others¹⁷

Directed teaching at the College of the Pacific. What type of program will achieve the objectives thus desired for the program of directed teaching at the College of the Pacific? One period per day in the major subject the last semester? A half-day the last semester of the teacher educational program planned so as to provide experience in both the teacher's major and minor subject? A half-day next to the last semester, providing experience in both the major and minor subjects followed by a final semester which would provide for a seminar or workshop to "round-out" the program and seek to eliminate difficulties or weaknesses discovered during the directed teaching program? All-day off-campus directed teaching with occasional supervision from the School

¹⁷Miner Teachers College, A Handbook for Students Teachers, (Baltimore, Maryland: Warwick and York, Inc., 1940), p. 11.

of Education? Or, a correlated program of teaching, seminar, and workshop; i.e., teaching a half-day in both majors and minor subject areas; a seminar for presentation of methods, techniques, and problems for application during the directed teaching program; a workshop providing opportunity to work out application of methods, techniques, et cetera presented in the seminar as well as solving problems encountered during the teaching experience? The secondary credential graduates were presented with these alternatives. From their experiences and observations, which program did they consider to be of greatest value? Table XXVI indicates their response.

From the above mentioned table it is to be noted that of the 227 responses first choice was over-whelmingly given to the correlated program (61.2 per cent). Second place was given to the half-day off campus program to be followed by a final semester at the College of the Pacific. The program indicated as probably being of least value in directed teaching was that providing directed teaching in the major subject only, one period per day the last semester.

In signifying their approval for either the correlated type of directed teaching program or that program which would be followed by a final semester at the College of the Pacific thus allowing opportunity to work out some of the problems which they had encountered during their directed teaching experience, the graduates indicated their approval of a very

TABLE XXVI

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF THE PACIFIC
AS TO THE RELATIVE VALUE OF DIFFERENT TYPES OF PROGRAMS FOR DIRECTED TEACHING

Type of Program	No. of Responses	Choice of Program									
		1st		2nd		3rd		4th		5th	
		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
One period per day in major subject at College of the Pacific	158	7	4.4	12	7.6	31	19.6	57	36.1	51	32.3
Half day per semester the last semester at College of the Pacific-experience in both major and minor subject areas	173	10	5.8	30	17.3	78	45.1	48	27.7	7	4.1
Half day per semester with experience in both major and minor subjects followed by final semester at College of the Pacific	182	42	23.2	83	45.4	35	19.2	18	9.9	4	2.3
All-day off-campus	166	15	9.0	28	16.9	28	16.9	57	34.3	38	22.9
Correlated program	227	139	61.2	66	28.6	11	4.9	4	1.8	7	3.5

intensive and integrated directed teaching program.

Thus, within the framework of guiding philosophy, principles, and objectives for the education of secondary teachers, there can be no doubt of the importance of first-hand experiences. But, these experiences cannot be restricted to the course commonly known as "directed teaching."

Stratemeyer emphasized:

. . . such contacts with teaching-learning situations could not and should not be limited to the course in student teaching. Rather than a course, student teaching was conceived as a series of experiences extending over the period of professional work and designed to help the student to participate in and study the major activities of the teacher.¹⁸

Concerning the need for varied laboratory experiences, Caswell stated:

Traditionally there has been a tendency to limit laboratory experiences to certain courses in the curriculum, in particular to methods courses and student teaching. It is my belief that laboratory experiences should be interwoven with all aspects of the educational program of the prospective teacher. The first hand experience provided by laboratory opportunities is not something to be left to the junior or senior years of college, or to be restricted to student teaching. Every phase of the curriculum should seek to provide laboratory experience in order to give maximum meaning to what is taught and to assist the student to interpret verbal concepts into behavior.

. . . laboratory experiences for teachers in preparation should be widely varied. Opportunities are needed to study individual children with great care . . . to work with children in and out-of-school experiences, to work with parents, to study school systems as a whole,

¹⁸Stratemeyer, op. cit., p. 39.

to participate in school faculty meetings, curriculum committees, and other all-school enterprises, to make analyses of the physical environment, and so on. In brief, what is required is provision, in all phases of the curriculum, of those first-hand experiences that are appropriate to the purposes to be achieved.¹⁹

Concerning this aspect of teacher education, Flowers stated:

There is need for laboratory facilities sufficiently extensive to provide for each student contact with normal situations, varied enough to provide contacts with different pupil groups, curricular and administrative organization . . .²⁰

Flowers further declared:

. . . professional programs should be so planned as to afford opportunity for responsible participation in all of the major activities of today's teacher.²¹

Among the chief conclusions of the Commission on Teacher Education in respect to the preparation of teachers in this respect we find the following:

Special attention should be given to enabling prospective teachers to study children, schools, and communities at first hand, not merely to observe them

¹⁹Hollis L. Caswell, "The Place of the Campus Laboratory School in the Education of Teachers," Teachers College Record, 50:442, April, 1949.

²⁰John G. Flowers, "School and Community Laboratory Experiences in Teacher Education," Peabody Journal of Education, 26:69. September, 1948.

²¹John G. Flowers, "Application of the Recommended Standards for School and Community Laboratory Experiences," American Association of Colleges for Teacher Education, (New York: American Association of Colleges for Teacher Education, 1949), p. 47.

but to work with them with some appropriate degree of responsibility. Such opportunity should begin fairly early in the preparatory program and be continued in complementary relation to a variety of classroom experiences.²²

Gregg and Troyer state concerning the importance of group experiences:

The typical teacher education program has provided little or no opportunity for prospective teachers to gain understanding of adolescents by actually working with them in informal group activities . . .²³

Concerning the value of such experiences, they go on to say:

In these informal, non-school groups, adolescents tend to be more free and natural than in formal school situations. Consequently students have an unusually good opportunity to observe and understand adolescent nature and its implications for a general education program in the secondary school. The adolescent group contacts enable students to observe in adolescent behavior the facts and principles discussed in educational literature. These contacts provide the background of experience for discussing problems of adolescent development.²⁴

Hartley comments:

Learning activities cannot well be restricted to the campus or even to the city schools. They must include contact with adolescents in and out of school; study of community agencies besides the school that serve the needs of youth, such as social agencies, religious

²²Commission on Teacher Education, The Improvement of Teacher Education, (Washington, D. C.: American Council on Education, 1946), p. 115.

²³Russell T. Gregg and Maurice E. Troyer, "Study of Adolescent Development, A Functional Program of Teacher Education, (Washington, D. C.: American Council on Education, 1941), p. 93.

²⁴Ibid., pp. 96-97.

organizations, juvenile courts, recreational and health agencies: experience in rural as well as city schools, opportunity to participate in the many aspects of a modern curriculum besides classroom work--clubs, auditorium guidance, library, journalism, and others; use of lectures, demonstrations, readings, conference, and group discussions throughout to integrate, interpret, and evaluate experiences.²⁵

Value of continuous observation of adolescent youth.

From the preceding discussion there can be no doubt as to the value educators ascribe to these various laboratory experiences. However, what is the opinion of the College of the Pacific secondary credential graduates concerning these types of laboratory experiences? To what extent did they believe continuous observation and contacts with adolescent youth starting at the time they first began their work in Education and continuing until the completion of the requirements for the credential had been fulfilled to be of value? The value which they attribute to such an experience is indicated by Table XXVII. It will be noted 55.8 per cent indicated this experience to have "extensive" value; 32.1 per cent rated it as "considerable." Combining these, 87.9 per cent, or approximately seven-eighths of the respondents considered this experience to be highly important.

²⁵Helene W. Hartley, "Developing a Curriculum for Professional Teacher Education," A Functional Program of Teacher Education, (Washington, D. C.: American Council on Education, 1944), pp. 80-81.

TABLE XXVII

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC AS TO THE VALUE OF
CONTINUOUS OBSERVATION OF ADOLESCENT YOUTH
DURING THEIR TEACHER EDUCATIONAL PROGRAM

<u>Extent of Value</u>	<u>Number</u>	<u>Per cent</u>
Extensive	120	55.8
Considerable	69	32.1
Little	13	6.0
Doubtful	12	5.6
None	1	.5
	<hr/>	<hr/>
Total Responses	215	100.0

Previous experience with adolescent youth. What opportunities have the secondary teacher education graduates of the College of the Pacific had to become acquainted with adolescent youth? The types of such opportunities which the graduates indicated in the Survey they had had are tabulated in Table XXVIII. The largest percentage, 30.6 per cent, had assisted in the direction of community or other recreational groups; 22.2 per cent had experience in summer youth camp counselling, while 17.3 per cent had done teaching in Sunday School classes; 14.8 per cent had aided in directing church youth activities and groups.

Opportunities for the direction of co-curricular activities. Among the activities for which a secondary teacher is responsible are the co-curricular activities. As previously stated, if a teacher is to be completely prepared to cope with the various responsibilities of teaching, his experiences should be sufficiently varied and inclusive as to provide opportunities with this phase of the program. Table XXIX indicates the opportunities which the College of the Pacific secondary teacher graduates had for such opportunities during their teaching program. It is to be noted from these data that but 12 per cent indicated "extensive" opportunities in this phase of the program; 15.5 per cent indicated "some" experience, while 72.5 per cent termed their experiences as "little" or "none".

TABLE XXVIII

TYPES OF OPPORTUNITIES WHICH THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC HAD TO
BECOME ACQUAINTED WITH ADOLESCENT YOUTH

<u>Types of Opportunities</u>	<u>Number</u>	<u>Per Cent</u>
Directing community or other recreational groups	87	30.6
Summer Youth Camp Counselling	63	22.2
Teaching Sunday School Class	49	17.3
Directing church youth activities and groups	42	14.8
Miscellaneous	43	15.1
Totals	284	100.0

TABLE XXIX

THE EXTENT OF THE OPPORTUNITIES TO DIRECT CO-CURRICULAR
 ACTIVITIES WHICH THE SECONDARY TEACHER EDUCATION
 GRADUATES OF THE COLLEGE OF THE PACIFIC HAD
 DURING THEIR DIRECTED TEACHING PROGRAM

<u>Extent of Opportunity</u>	<u>Number of Responses</u>	<u>Per Cent</u>
Extensive	7	3.5
Considerable	17	8.5
Some	31	15.5
Little	46	23.0
None	99	49.5
Total	200	100.0

Contribution of various College of the Pacific activities. What creative, intellectual, social, recreational, or group activities and experiences at the College of the Pacific contributed toward the success of the secondary teacher education graduates in handling co-curricular activities? A summary of the responses given by the graduates is given in Table XXX. The groups of activities which were indicated as having made the greatest contributions were: Social (26 per cent of the total); Athletic (21 per cent); and the Civic (15 per cent). The specific activities which the respondents indicated as making the greatest contribution were competitive athletics, fraternity and sorority affiliations, and student council membership. Activities of a more general nature and thus offering opportunities to a wider range of students were the lecture series, the Student Christian Association as well as the Little Theatre and drama productions.

Activities essential to an adequate teacher education program. If the prospective secondary teacher is to be adequately prepared for the various activities for which he is likely to be responsible in school life, what activities should be an essential part of his educational program? A tabulation of these activities is given in Table XXXI. It is important to note the significance which the graduates have indicated for each of the activities. With one

TABLE XXX

COLLEGE OF THE PACIFIC ACTIVITIES AND EXPERIENCES WHICH HAVE
CONTRIBUTED TOWARD THE COMPETENCY OF THE SECONDARY
TEACHER EDUCATION GRADUATES IN HANDLING
CO-CURRICULAR ACTIVITIES

Activities	Extent of Contribution		
	Great	Some	Little
CIVIC			
Student Council	9		
International Club	3		
Executive Committee	3		
Lecture Series	7		
Associative Women Students	1		
Red Cross	2		
Exhibits	1		
Rally Committee	1		
SOCIAL			
Campus Residence Groups	8		
Sorority	7	5	
Fraternity	14	4	
RELIGIOUS			
Student Christian Association	6		
Chapel	1		
SUBJECT AREA ORGANIZATIONS			
Homemaking Club	2		
Scroll and Stylus	1		
Science Club	1		
WORK EXPERIENCES			
Cashier, Dining Hall	1		
Registrar's Office		1	
PUBLICATIONS			
Staff, Weekly	3		
Staff, <u>Navanjado</u>	1		

TABLE XXI (continued)

COLLEGE OF THE PACIFIC ACTIVITIES AND EXPERIENCES WHICH HAVE
CONTRIBUTED TOWARD THE COMPETENCY OF THE SECONDARY
TEACHER EDUCATION GRADUATES IN HANDLING
CO-CURRICULAR ACTIVITIES

Activities	Extent of Contribution		
	Great	Some	Little
MUSIC			
Band and Orchestra.	5		
A Capella	4		
Accompanist	2		
Choir Trips	1		
Music Productions	1		
SPEECH AND DRAMA			
Little Theater.	7		
Play and Drama Productions.	6		
Speech Tournament	3		
Debate.	3		
Miscellaneous speech activities	3		
ATHLETICS			
Girls Athletic Association.	4	1	
Competitive athletics	20	2	
Play Days	2		
Folk Dancing.	2		

TABLE XXXI

ACTIVITIES CONSIDERED TO BE ESSENTIAL TO AN ADEQUATE
SECONDARY TEACHER EDUCATIONAL PROGRAM BY THE
SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC

Activity	Times Mentioned	Per cent
Assist in planning school social functions	143	67.3
Assist in sponsoring clubs	138	64.5
Attend faculty meetings	129	60.3
Assist with school plays--publication, speech activities, ticket sales, etc.	127	59.4
Attend school assemblies	126	58.9
Assist in direction of student government	125	58.4
Assist in chaperoning school social functions	120	56.1
Assist in chaperoning field trips	119	55.6
Participation in some community function sponsored by the school	119	55.6
Assist in the supervision of the noon recreational program	94	43.5
Miscellaneous Activities	6	2.8
No Response	16	7.5

exception, all were considered essential by 55 per cent or more of the respondents. The six activities considered most essential in the order of their importance were:

1. Assist in planning school social functions
2. Assist in sponsoring clubs
3. Attend faculty meetings
4. Assist with school plays, publications, speech activities, ticket sales, etc.
5. Attend school assemblies
6. Assist in the direction of a student government

Miscellaneous activities which were mentioned by the respondents and thus, no doubt, giving indication of some of the activities which some have been called upon to perform were participation in some community service organization; work with counsellor and attendance officer; attend Parent Teachers Association meetings; attend teachers' institute; and attend board meetings. From this summary, it is evident that the respondents definitely believe that experience in these realms is of definite value, thereby enabling the individual to do a more adequate job if and when that responsibility is assigned to him.

Difficulties encountered the first years of teaching.

If the secondary teacher education program at the College of the Pacific is to be strengthened, it is important to know the major difficulties or problems which the graduates

encountered as beginning teachers. Wherein were difficulties or problems encountered? What was the extent of the problems? The problems encountered by the graduates during their first years of teaching and the extent thereof is indicated by Table XXXII. Perusal of these data, however, does not indicate any particular "major" difficulty. However, "some" difficulty is indicated in a few instances. This occurs primarily in those areas which are concerned with classroom techniques and methods. "Some" difficulty was expressed by 35.3 per cent in techniques of teaching; 27.9 per cent indicated similar difficulty in creating interest; 25.5 per cent described their problem as planning the work for the classroom; while 19.4 per cent indicated some difficulty in maintaining discipline. Although the responses of the graduates do not indicate any serious or major difficulties or weaknesses in the educational program, strengthening of the above areas would be very helpful to some.

Suggestions for improvement of teacher education program. No attempt to discover areas in which the secondary teacher education program might be strengthened would be complete without providing an opportunity for the graduates to offer their suggestions. Wherein do the secondary teacher education graduates believe the program can be strengthened? The various suggestions given by the graduates are tabulated in Table XXXIII. A total of 186 suggestions were given.

TABLE XXXII

DIFFICULTIES AND THE EXTENT THEREOF ENCOUNTERED BY THE
SECONDARY TEACHER EDUCATION GRADUATES OF THE
COLLEGE OF THE PACIFIC DURING THEIR
FIRST YEARS OF TEACHING

Difficulty	Number of Responses	Extent of Difficulty							
		Major		Some		Little		None	
		Per No.	cent	Per No.	cent	Per No.	cent	Per No.	cent
Relations with students	201	7	3.5	22	11.0	67	33.3	105	52.2
Techniques of teaching in the classroom	201	14	7.0	71	35.3	78	38.8	38	18.9
Maintaining discipline	196	23	11.7	38	19.4	70	35.7	65	33.2
Planning the work for the classroom	192	11	5.7	49	25.5	66	34.4	66	34.4
Creating interest	197	19	9.6	55	27.9	88	44.7	35	17.8
Social life in the community	192	7	3.7	19	9.9	30	15.6	136	70.8
Understanding the community	183	4	2.1	21	11.5	38	20.8	120	65.6
Getting along with co-workers on the staff	217	4	1.8	1	.5	52	24.0	160	73.7

TABLE XXXIII

SUGGESTIONS GIVEN BY THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC FOR
THE IMPROVEMENT OF THE SECONDARY TEACHER
EDUCATIONAL PROGRAM AT THE COLLEGE

Suggestion	Times Mentioned	Total
STUDENT TEACHING		
Increased observation of classroom situations and techniques prior to student teaching	20	
Greater emphasis on student teaching program	9	
Enriched experience with activities in which students of this age are engaged	7	
More experience with the particular age group will teach prior to student teaching experience	7	
Experience with a wider range of student abilities	5	
Greater responsibility in handling of class	5	
Greater care in selection of supervising teachers	3	
Acquaintance with educational services provided by the school	3	
More realistic situations and problems.	2	
Greater variety of experiences.	2	
Closer supervision by Director of Student Teaching.	2	
Experience in teaching in small rural school.	2	
Experience teaching in minor field.	2	
Closer cooperation of department heads.	2	
Less duplication in education courses thus releasing more time for student teaching.	1	

TABLE XXXIII (continued)

SUGGESTIONS GIVEN BY THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC FOR
THE IMPROVEMENT OF THE SECONDARY TEACHER
EDUCATIONAL PROGRAM AT THE COLLEGE

Suggestion	Times Mentioned	Total
GUIDANCE AND COUNSELLING		
Improved personal guidance program. . . .	7	
More thorough screening of prospective teachers.	3	
Course in Introduction to Teaching as a profession.	2	
Greater care in the suggestion for a teaching minor--one which would be in a field of demand.	1	
		<hr/> 13
COURSES IN SCHOOL OF EDUCATION		
Greater emphasis on functional aspects of teaching; education courses "too theoretical".	18	
Intensive work in teaching methods and techniques--specific, not general . .	13	
More "workshop" type of courses on teachers problems	8	
Less overlapping and duplication.	6	
More work in handling discipline and classroom problems.	6	
Knowledge and understanding of elemen- tary methods as a pre-requisite of understanding of secondary methods. .	3	
Closer contact of professors in School of Education to actual secondary teaching situations	2	
More work in adolescent psychology. . . .	2	
"Practical" knowledge of the adolescent .	2	
Include Audio-visual in departmental methods	1	
		<hr/> 61

TABLE XXXIIII (continued)

SUGGESTIONS GIVEN BY THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC FOR
THE IMPROVEMENT OF THE SECONDARY TEACHER
EDUCATIONAL PROGRAM AT THE COLLEGE

Suggestions	Times Mentioned	Total
SPECIFIC SUBJECT SUGGESTIONS		
More work in the "Humanities"	4	
Preparations for teaching in several subjects	3	
Survey of texts and materials to be used.	2	
Information on school room planning, equipment, budgeting, etc.	2	
More field trips.	2	
General background--survey courses rather than technical and specialized. . . .	2	
Improve library facilities.	2	
Increased knowledge of subject matter . .	2	
More information on teacher placement . .	2	
More voice and speech training for the teacher	2	
Discussion concerning the social life of the average community--what is expected, etc.	1	
Encourage "social education"	1	
Closer cooperation of major professor and School of Education	1	
Require Legal Aspects of Education. . . .	1	
Closer contact with teachers on the field	1	
Work on some community project.	1	
		29
Total number of suggestions		186

These suggestions tend to fall within certain general classifications. Seventy nine, or 42.4 per cent, were concerned with student teaching; 61, or 32.7 per cent with courses in the School of Education; 13, or 7 per cent, with guidance and counselling; four, or 2.2 per cent, with specific subject areas.

Among the suggestions given by the graduates in the area of student teaching, that which was mentioned most frequently, was "increased observation of classroom situations and techniques prior to student teaching." Of the 72 suggestions in this area, 20 were concerned with this specific request. Other specific suggestions of importance and of a similar nature were the suggestions for "greater experiences with the particular age group which they will teach prior to the student teaching experience;" "wider experience with activities in which students of this age are engaged;" and "greater emphasis on co-curricular activities;" as well as "greater emphasis on the student teaching program as a whole." Recalling the response of the graduates as recorded in Tables XXVII, XXVIII, and XIX which dealt specifically with observation of classroom techniques, opportunities to become acquainted with adolescent youth, and opportunities for directing co-curricular activities it would seem that the secondary teacher education program could be of greater value and thus eliminate

some of the possible "rough" spots for its participants if this area could be strengthened, thus providing for increased observation of classroom techniques and procedures as well as more numerous opportunities of adolescent youth.

In the area of Guidance and Counselling, the most significant suggestion was for an "improved personal guidance program." If this suggestion is combined with the responses as indicated in Table X and Table XI it is evident that here is another area in which the secondary teacher education program can be strengthened.

Another phase of the secondary teacher education program in which the graduates indicated several suggestions was concerned with Courses in the School of Education. Of greatest significance here is the suggestion for "greater emphasis on the functional aspects of teaching; education courses too theoretical." Another suggestion was for "intensive work in teaching methods and techniques, specific, not general." Others indicated as significant were "more workshop type of courses on teachers problems"; "less overlapping and duplication;" "more work in handling discipline and classroom problems." These suggestions coincide with the problems which the graduates indicated they had encountered during their first years teaching. (Table XXXII)

Increased attention to classroom techniques, procedures, and problems would greatly increase the effectiveness of the

secondary teacher education program.

III. SUMMARY

If secondary teacher education is to achieve those professional objectives which it covets for its graduates, there can be no doubt that the prospective teacher must acquire an understanding of its historical development, its functions, and of its practices and policies. The teacher must also be so thoroughly grounded and familiar with those characteristics of youth and the learning processes as to select from the vast storehouse of knowledge those knowledges, techniques, methods, habits, skills, appreciations, and ideals which enable those with whom he works to take their place in society as wholesome and contributing members thereto. To what extent has the professional aspect of the secondary teacher education program at the College of the Pacific contributed toward this goal? The responses from the Survey seem to indicate the following:

1. A relatively high appraisal for the courses in the School of Education was indicated. Eighty two per cent of the courses were rated as being of "extensive" or "considerable" value by 55 per cent or more of the graduates. The same rating was accorded 64 per cent of the courses by 68 per cent or more of the graduates; while 23 per cent of the courses were rated as of "extensive" or "considerable" value

by 75 per cent or more of the graduates. Relatively few of the courses were rated as of "no value."

2. Those courses considered to be of greatest value, listed in the order of the importance accorded them by the respondents were:

- a. Directed Teaching
- b. Departmental Methods Courses
- c. Guidance and Counselling
- d. Child Growth and Development
- e. Psychology of Parent-Child Relationships
- f. Legal Aspects of Education

3. Methods of instruction which were indicated to be of greatest value were:

- a. First-hand experience or observation followed by critical appraisal and interpretation;
- b. Seminar--(directed discussion based on extensive study by each person in the seminar)
- c. Correlation of principles with observation and contacts with adolescent youth.

4. The time in the educational program when general methods courses would be of greatest value was considered to be prior to the directed teaching program.

5. The graduates believed the departmental methods course would be most valuable taken concurrently with directed teaching.

6. The types of directed teaching program which were indicated as likely to be most valuable were:

- a. A correlated program of teaching, seminar, and workshop.
- b. Half-day of teaching, next to the last semester, providing experience in both the major and minor subjects, followed by a final semester which would provide a seminar or workshop to "round out" the program and seek to eliminate difficulties or weaknesses discovered during the directed teaching program.

7. The graduates indicated continuous observation and experiences with adolescent youth as having "extensive" and "considerable" value. "Extensive" value was indicated by 55.8 per cent of the respondents, whereas 32.1 per cent indicated the value as considerable. Combining these, 87.9 per cent indicated this experience to be highly important.

8. The most numerous types of experiences with adolescent youth which the respondents indicated they had were:

- a. Directing community of other recreational groups
- b. Summer youth camp counselling
- c. Directing church youth activities or groups

9. Only 27.5 per cent of the respondents indicated they had opportunities to direct co-curricular activities during their directed teaching experience. Seventy two and five-

tenths per cent indicated they had little or no experience in this area.

10. The types of experiences at the College of the Pacific which have contributed toward competency in handling co-curricular activities may be classified as Social, Athletic, and Civic. The specific activities which the respondents indicated had made the greatest contribution were: competitive athletics, fraternity and sorority affiliations, and student council membership.

11. The activities considered most essential to an adequate secondary teacher preparation program were:

- a. Assistance in planning school social functions
- b. Assistance in sponsoring clubs
- c. Attending faculty meetings
- d. Assistance with school plays, publications, speech activities, ticket sales, etc.
- e. Attending school assemblies

12. The graduates did not indicate the presence of any major problem during their first years of teaching. However, "some" difficulty was indicated primarily in the following areas:

- a. Techniques of teaching in the classroom
- b. Creating interest
- c. Planning the work for the classroom
- d. Maintaining discipline

13. The suggestions given by the graduates for the improvement of the secondary teacher education program were primarily concerned with student teaching, guidance and counselling, and courses in the School of Education. The suggestions concerning student teaching mentioned most frequently were:

- a. Increased observation of classroom situations and techniques prior to student teaching
- b. Increased emphasis on the student teaching program as a whole
- c. Greater contact with activities in which students of this age are engaged
- d. Greater contact with the particular age group which will teach prior to student teaching experience
- e. Greater emphasis on co-curricular activities

The suggestions relative to Guidance and Counseling mentioned most frequently were:

- a. Improved personal guidance program
- b. More thorough screening of prospective teachers

The most frequently mentioned suggestions relative to courses in the School of Education were:

- a. Greater emphasis on the functional aspect of teaching; education courses "too theoretical"
- b. Intensive work in teaching methods and techniques--specific, not general

- c. More "workshop" type of courses on teachers problems
- d. Less overlapping and duplication
- e. More work in handling discipline and classroom problems

The relatively high appraisal given by the secondary teacher education graduates of the College of the Pacific seems to indicate that the secondary education program at the College of the Pacific is meeting the needs of its graduates.

However, the data indicate several areas in which a strengthening thereof would enable the program to become even more effective. These are as follows:

1. Directed teaching
2. Observation and opportunities to become acquainted with adolescent youth
3. Direction of co-curricular activities

CHAPTER VI

COMMUNITY PARTICIPATION OF SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE OF THE PACIFIC

Professional and lay interest in problems of community-wide nature is mounting. Coordinating councils, citizenship committees, and interagency projects are being organized in increasing numbers. Youth and health groups, housing committees, recreation councils, intercultural movements, welfare groups, and other non-school organizations are active in many communities. As stated by Gillen:

. . . the school seeks, in collaboration with others, direct and indirect ways and means of helping solve community problems and of improving the life of the community in general.¹

As such, one of the phases of the educational program which is challenging the thinking and planning of educators is the education and preparation of teachers for participation in this community life. Bigelow, in discussing this phase of teacher preparation stated:

Of comparable importance in teacher education is the study of the nature and problems of community and broader social existence. Such study should aim not only at comprehension but also at development of the impulse to share in social action and of skill in so doing. Informed social purpose and intelligent social

¹Paul B. Gillen, "Training Teachers for Active Participation in Solving Community Problems," Teachers College Record, 47:323, February 1946.

participation are particularly desirable in teachers.²

Caswell, in an address given at a meeting of the Association for Student Teaching, said:

. . . good schooling requires close ties with the community. A really live and significant program can be developed only where there is constant interaction between the school and other aspects of community life. The school should get many leads for its program from the community and should be a powerful force for good community life . . .

It is important to see how community pressures operate in a school, how relations outside the school influence school work, how the teacher can become a part of community, and what a school does about such things.³

In a report from the Bennington Planning Conference we find this attitude expressed:

Effective teaching necessitates the active participation of the educational personnel, both as individuals and professional agents, in the total life of the community.⁴

One of the suggestions forthcoming from the Michigan study in this respect was as follows:

Only the school staff that understands through participation the life of the people it serves is able

²Karl W. Bigelow, "Better Teacher Preparation," Association of American Colleges Bulletin, (Oneonta, New York: American Association of Teachers Colleges, 1943), p. 75.

³Hollis L. Caswell, "The Place of the Campus Laboratory School in the Education of Teachers," Teachers College Record, 50:445, April, 1949.

⁴Bennington Planning Conference for The Cooperative Study of Teacher Education, (Washington, D. C.: American Council on Education, 1939), p. 64.

to provide a school program in response to the need of the community.⁵

If community activities and community participation have come to occupy such an important part in the purposes and life of the secondary school today, what are the teacher's responsibilities in the area? Can the teacher of today afford to go merrily on his way concerned only with the imparting of subject matter?

Gregg, in discussing this phase of the teacher's responsibilities, stated:

The functions of the secondary school and the teacher's responsibilities regarding them are vastly different today than they were one or two generations ago. No longer is it sufficient for a secondary school teacher merely to know his subject and teach these subjects during a certain number of class periods. The modern teacher must be a student of youth, of the community. . . . He must have the inclination and the ability to work cooperatively with the personnel of the entire school and of community agencies to the end that the needs and interests of youth and the community may best be served.⁶

Blackwell comments:

Nowadays a teacher is furthermore expected to contribute to local life outside the schoolroom and such services may even be specified in the contract . . . she is confronted with the delicate

⁵David M. Trout, editor, The Education of Teachers, (Lansing, Michigan: The Michigan Cooperative Teacher Education Study, 1945), p. 75.

⁶Russell T. Gregg, "Study of the Teacher's Responsibilities in Education and the Profession," A Functional Program of Teacher Education, (Washington, D. C.: American Council on Education, 1941), pp. 185-186.

task of fitting into the common ways of thinking and acting, but at the same time slowly working for a modification of certain of the folkways in the process of educating the community's future citizens.⁷

The Department of Superintendence has for many years taken an active interest in teacher preparation. In its Fifteenth Yearbook it has dealt with the improvement of teacher education. The following excerpts express the Department's views:

. . . it is apparent that new demands will be, and are being made, upon the teacher . . . Such a person will need to be community minded, to have an increased sensitivity to social and economic changes, and to possess a broad background of familiarity with the society and economic environment gained from wider reading and larger experience of community life. . .

Obviously, this new teacher cannot be plucked out of thin air. Nor will it be easy for the more conservative, conventional type of present-day teacher to yank himself by his own bootstraps into a position of community leadership or a state of social-mindedness. He must have expert assistance in making these adaptations to the new demands of his profession. The primary responsibility of giving this leadership to the classroom teacher devolves upon teacher-training agencies . . .⁸

Taylor, in discussing this aspect of the teacher's preparation for successful community living stated:

From the colleges of education the newly fledged teachers come to work in the schools of towns and villages armed with methods and techniques for testing, knowledge,

⁷Gordon W. Blackwell, Toward Community Understanding. (Washington, D. C.: American Council on Education, 1943), p.6.

⁸Department of Superintendence, The Improvement of Education, Fifteenth Yearbook (Washington, D. C.: National Education Association of the United States, 1937), pp. 147-148.

and of school law. All this the administrator knows and relies upon, but what drives him to prayer or worse is the lack of certainty that the new teacher will be able to live in the community without arousing ire or contempt
 . . .

Without the training given by colleges or education no teachers would be hired by the modern administrator, but the experienced superintendent wishes that the finely trained fresh teacher could be turned out with such an understanding of the social forces underlying our culture that he or she could live successfully with the community in which he or she is teaching.

The teacher who understands community life, its forces, its drives, actions, and reactions, which are its life, can be a successful living part of the community.⁹

Trout, in his discussion of the teacher in the community stated:

A teacher is more than a professionally-trained grader of papers, hearer of lessons, or deliverer of grades. He also plays bridge, reads the newspapers, buys groceries, goes to the movies, attends art exhibits, and is a person who participates in community activities. . . . Teachers are concerned with problems of their state and nation, with paying taxes, with having an efficient administration that preserves and insures the individual an opportunity for abundant living. Along with the average citizen, teachers are coming to realize that we cannot live in isolation but that the things which happen in other lands are going to affect our American way of life and that a retreat to their classroom or ivory tower may give temporary security but no lasting peace. Man does not live by bread alone and no one is solely teacher, doctor, lawyer, merchant; he is also parent, citizen, buyer, seller, praiser, and critic.¹⁰

⁹Louis Taylor, "Teacher Training for Successful Community Living, "School and Society, 62:108, August, 1945.

¹⁰David M. Trout, editor, The Education of Teachers. (Lansing, Michigan: The Michigan Cooperative Teacher Education Study, 1945), p. 18.

Importance of community activities to the secondary Teacher graduates of the College of the Pacific. What activities have the secondary teacher graduates found to be of importance in their various relationships in the community? To what extent have they found the communities into which they have gone to expect active participation in the various programs they have sponsored? Certain selected items were presented to the graduates for their consideration. Their response to these are indicated in Table XXXIV. The activity which the graduates indicated as of greatest significance was "interpreting the educational program to the community;" 74.4 per cent of the respondents rated this as of importance. Second in significance was "adjusting to the community in which you live;" 73.3 per cent of the graduates rated this as highly significant. Very closely allied to this and given the top rating by 62.3 per cent of the graduates was "obtaining an understanding of community traditions and customs." Indicated as of "much" importance and placing fourth, fifth, sixth, and seventh, respectively, were "planning and participating in community programs, such as the Parent Teachers Association, etc." (60.5 per cent); "working cooperatively with members of the community on school and civic projects" (58.2 per cent); "using community resources" (57.4 per cent); and "conforming to community restrictions on your activities" (43.6 per cent).

TABLE XXXIV

OPINIONS OF THE SECONDARY TEACHER EDUCATION GRADUATES OF THE COLLEGE
OF THE PACIFIC RELATIVE TO THE IMPORTANCE OF CERTAIN SELECTED ITEMS
FOR THE EDUCATION OF TEACHERS FOR COMMUNITY PARTICIPATION

	Number of Responses	Importance					
		Much		Some		None	
		No.	Per cent	No.	Per cent	No.	Per cent
Adjusting to the community in which you live	210	155	73.8	50	23.8	5	2.4
Participating in community forums or meetings	208	50	24.0	150	72.1	8	3.9
Participating in financial campaigns for school or civic improvements	201	27	13.4	152	75.6	22	11.0
Dealing with organized groups such as occupational or pressure groups	201	45	22.4	121	60.2	35	17.4
Conducting business transactions with members of the community	200	43	21.5	131	65.5	26	13.0
Conforming to community re- strictions on your activities	195	85	43.6	91	46.7	19	9.7
Using community resources	197	113	57.4	81	41.1	3	1.5
Obtaining an understanding of community traditions, customs	207	129	62.3	75	36.2	3	1.5
Interpreting the education program to the community	199	148	74.4	47	23.6	4	2.0
Planning and participating in community programs such as P. T. A., etc.	210	127	60.5	79	37.6	4	1.9
Working cooperatively with members of community on school and civic projects	201	117	58.2	80	39.8	4	2.0
Serving the community	207	87	42.0	113	54.6	7	3.4

Indicated to be of "some importance by the graduates were "participating in financial campaigns for school or civic improvement" (75.6 per cent); "participating in community forums or meetings" (72.1 per cent); "conducting business transactions with members of the community" (65.6 per cent); "dealing with organized groups such as occupational or pressure groups" (60.2 per cent); and "serving in the community by judiciously participating in social and civic groups" (54.6 per cent).

It is to be noted that none of the activities were considered as inconsequential by the graduates. All of the activities listed were accorded a rating of either "much" or "some" importance by 55 per cent or more of the graduates in each instance. From the importance which they have thus attached to community activities, it is to be noted that the teacher often occupies a position of importance as a leader in the community. The community often looks to the teacher to interpret the educational program, to be a part of the community, accepting its traditions and mores, ready to actively participate in its functions and activities.

Opportunities for education for community participation at the College of the Pacific. If the responsibilities of the teacher extends into community activities, to what extent is provision made therefore in the educational program of the Prospective secondary teacher? To what extent has the College of the Pacific provided opportunities which will be

conducive to intelligent participation in community life? Table XXV summarizes the responses of the graduates to this question. Compilations from this summary will reveal only an average of 11.5 per cent indicated there was "much" opportunity at the College of the Pacific for this type of education. "Some" opportunity was indicated by an average of 47.5 per cent of the graduates. "No" opportunity was indicated by 41 per cent of the graduates.

Wherein were the greatest opportunities for such education at the College of the Pacific? Education in the "use of community resources" ranked first in the rating. The graduates considered they had "some" opportunity primarily in learning to "adjust to the community in which they lived;" in "conforming to community restrictions on their activities," as well as in "planning and participating in community programs, such as the Parent Teachers Association, etc." It would thus seem that the greatest strength of the program lies in the ability of the graduates to adjust and conform to the mores, traditions, and customs of the communities into which they have gone as well as in their ability to use the community resources which are at hand.

However, there are areas in which the graduates indicated their educational program had not provided adequate opportunities. Areas in which this was primarily indicated were opportunities "dealing with organized groups such as

TABLE XXXV

OPPORTUNITIES AT THE COLLEGE OF THE PACIFIC FOR THE SECONDARY TEACHER
EDUCATION GRADUATES TO PARTICIPATE IN CERTAIN SELECTED ACTIVITIES
CONSIDERED TO BE IMPORTANT FOR COMMUNITY PARTICIPATION OF TEACHERS

Activity	Number of Responses	Opportunity					
		Much		Some		None	
		No.	Per cent	No.	Per cent	No.	Per cent
Adjusting to the community in which you live	189	27	14.3	115	60.8	47	24.9
Participating in community forums or meetings	201	17	8.4	98	48.8	86	42.8
Participating in financial campaigns for school or civic improvements	197	15	7.6	66	33.5	116	58.9
Dealing with organized groups such as occupational or pressure groups	199	11	5.6	56	28.1	132	66.3
Conducting business transactions with members of the community	195	17	8.7	61	31.3	117	60.0
Conforming to community restrictions on your activities	189	34	18.0	112	57.4	42	21.6
Obtaining an understanding of community traditions, customs	199	33	16.6	110	55.3	56	28.1
Using community resources	195	41	21.0	112	57.4	42	21.6
Interpreting the education program to the community	199	22	11.1	88	44.2	89	44.7
Planning and participating in community programs such as P. T. A., etc.	201	22	11.0	115	57.2	64	31.8
Working cooperatively with members of community on school and civic projects	202	11	5.4	96	47.5	95	47.1
Serving in the community	197	21	10.7	91	46.2	85	43.1

occupational or pressure groups" (66.3 per cent); "Participating in financial campaigns for school or civic improvements" (58.9 per cent); "working cooperatively with members of the community on school and civic projects" (47.1 per cent); "interpreting the educational program to the community" (44.7 per cent); as well as "serving in the community" (43.1 per cent).

It is important to note the relationship between those activities which the graduates considered of importance and the opportunities for education therein. Interpreting the educational program to the community was indicated to be of "much" importance by 74.4 per cent of the graduates. Yet, only 11.1 per cent indicated "much" opportunity for education which would promote this activity; 44.2 per cent indicated there was "no" opportunity for education in this activity.

Working cooperatively with members of the community on school and civic projects and serving in the community by judiciously participating in social and civic groups were indicated as of "much" importance by 58.2 per cent and 42 per cent respectively. However, Table XXXV indicates the opportunities which would enable the graduates to participate herein apparently had not aided 47.1 per cent and 43.1 per cent, respectively, to make the optimum contribution in these areas.

Although the opportunities for adjusting to community

standards, understanding the community traditions and customs, and conforming to the community restrictions on their activities were placed in second, third, and seventh positions, respectively, in importance, the opportunities for education in these areas were greater than in the previously mentioned instances. Eighty one and three-tenths per cent of the graduates indicated "much" or "some" opportunity in conforming to community restrictions on their activities; 74.1 per cent indicated the same in adjusting to the community in which they lived; while 71.8 per cent indicated opportunity to obtain an understanding of community traditions and customs. Those indicating "no" opportunity were relatively few. Hence, in the field of community adjustments the graduates indicated adequate opportunity to meet their needs.

A similar condition is true in the use of community resources and in planning and participating in community programs. The graduates indicated their education had been adequate in these instances.

Participating in community forums or meetings, in financial campaigns for school or civic improvements, dealing with organized groups such as occupational or pressure groups, and conducting business transactions with members of the community, while not indicated to be of primary importance by the graduates were, nevertheless indicated to be of "some"

importance by 60 per cent or more of the graduates. The opportunity for education for such participation, however, is indicated as "none" by a large percentage.

SUMMARY

The importance of active participation in community activities is evident. The program of the secondary school and its teaching personnel can be of significance only in so far as it embraces the life, traditions, mores, attitudes, resources, and activities of the community. As such, programs for teacher education must become increasingly cognizant of its responsibilities in the education of teachers for active participation in these areas. They must be aware of the program and activities of the average community wherein the secondary teacher is likely to occupy a position of leadership of importance. They must include in their teacher education program opportunities for education which will enable their graduates to take their places in the community not only as effective teachers but as cooperative, effective leaders in the community.

The activities indicated by the graduates of the secondary teacher education program of the College of the Pacific as being primarily of "much" importance in the order of their importance were:

1. Interpreting the educational program to the community (74.4 per cent)
2. Obtaining an understanding of community traditions and customs (62.3 per cent)
3. Planning and participating in community programs such as Parent Teacher Association, et cetera (60.5 per cent)
4. Working cooperatively with members of the community on school and civic projects (58.2 per cent)
5. Using community resources (57.4 per cent)
6. Adjusting to the community in which they live (43.8 per cent)
7. Conforming to community restrictions on their activities (43.6 per cent)

Of less significance, yet indicated to be of "some" value were:

1. Participating in financial campaigns for school or civic improvements (75.6 per cent)
2. Participating in community forums or meetings (72.1 per cent)
3. Conducting business transactions with members of the community (65.5 per cent)
4. Dealing with organized groups such as occupational or pressure groups (60.2 per cent)

5. Serving in the community by judiciously participating in social and civic groups (54.6 per cent)
6. Conforming to community restrictions on your activities (46.7 per cent)

The activities considered to be of least value were:

1. Dealing with organized groups such as occupational or pressure groups (17.4 per cent)
2. Conducting business transactions with members of the community (13 per cent)
3. Participating in financial campaigns for school or civic improvements (11 per cent)

"Much" opportunity for education at the College of the Pacific for participation in community activities averaged but 11.5 per cent for the various activities. "Some" opportunity averaged 47.5 per cent, whereas "no" opportunity averaged 41 per cent. Those activities wherein educational opportunities were listed as the most numerous were:

1. Using community resources
2. Conforming to community restrictions on your activities
3. Obtaining an understanding of community traditions and customs
4. Adjusting to the community in which you live

Activities in which the graduates indicated very little opportunity for education were:

1. Dealing with organized groups such as occupational or pressure groups
2. Participating in financial campaigns for school or civic improvements
3. Working cooperatively with members of the community on school and civic projects
4. Interpreting the educational program to the community

Areas in which the importance was indicated as "much", yet in which the opportunities for education therein were indicated as primarily "some" or "none" were:

1. Interpreting the educational program to the community
2. Working cooperatively with members of the community on school or civic projects
3. Serving in the community by judiciously participating in social or civic groups

The importance of active participation in community activities has been definitely indicated by the secondary teacher education graduates of the College of the Pacific. As such, the College of the Pacific must become increasingly cognizant of its responsibilities in the education of its secondary teachers for active participation in this area.

If it is to meet the needs of its secondary teacher graduates adequately, there must be included in the secondary teacher education program opportunities for education which will enable the graduates to take their places in the community not only as effective teachers but as cooperative, effective leaders in the community.

CHAPTER VII

SUMMARY AND CONCLUSIONS

If the challenge to greater educational leadership in our democracy is to be attained, we must have teachers who recognize the need, who are eager to respond, and who are equipped for their responsibilities. As such, the schools of education throughout our land must ask themselves, "Does the curriculum of the secondary teacher education program meet the needs of its graduates?" In an attempt to answer this question for the School of Education of the College of the Pacific this study was undertaken. Specifically, this study has sought to analyze:

1. The educational and professional status of the College of the Pacific secondary teacher education graduates.
2. Guidance in the secondary teacher education program at the College of the Pacific.
3. The academic education of the secondary teacher education graduates of the College of the Pacific.
4. The professional education of the secondary teacher education graduates of the College of the Pacific.
5. The participation of the secondary teacher education graduates of the College of the Pacific in community activities in the community in which he teaches.

A detailed analysis has been set forth in the preceding chapters. In summary, some of the more salient findings revealed by the data will be noted:

I. Status of the College of the Pacific teacher education graduates:

1. The largest percentage of the secondary teacher education graduates entered the College of the Pacific as juniors. The distribution of men and women was almost equal. At the time of the Survey, 50 per cent of the women were married.
2. Sixty nine and four-tenths per cent of the total number of credentials issued were General Secondary credentials. Among the various specialized credentials which the College of the Pacific is authorized to issue, 55 per cent were in Public School Music. Studies for other credentials, the majority of which were secondary administrative, were pursued and attained by 12.6 per cent of the respondents.
3. The areas of study which the largest number selected as their major area of study were:
 - a. Social Science
 - b. Music
 - c. Men's Physical Education
 - d. English

e. Women's Physical Education

The areas which the largest number chose for their minor area of study were:

a. Social Science

b. English

4. Eighty eight and seven-tenths per cent of those who received their secondary teaching credentials during this period of the study held positions in their chosen fields of work. The types of positions held by them were primarily that of the classroom teacher.

II. Guidance in the Secondary Teacher Education Program at the College of the Pacific:

1. The graduates indicated they had received guidance at the College of the Pacific in the following areas: (listed in order of rank)
- a. Selection of specific courses, 88 per cent
 - b. How to apply for a position, 75 per cent
 - c. Philosophy of Education, 72 per cent
 - d. Scholastic aptitude for teaching as a vocation, 62 per cent
 - e. Personal aptitude for teaching as a vocation, 61.9 per cent
 - f. Selection of a particular area for specialization, 60.9 per cent

- g. Advisability of accepting a particular position, 55.5 per cent
 - h. Social aptitude for teaching as a vocation, 54.3 per cent
 - i. Assistance "on the job", 40.9 per cent
 - j. Selection of those areas in which could make the greatest contribution, 39.8 per cent
 - k. Physical aptitude for teaching as a vocation, 36 per cent
2. If the total number of responses are considered, the graduates indicated that as students they had consulted the following members of the staff for guidance: (in the order of rank)
- a. Professor in subject-matter area
 - b. Dean, School of Education
 - c. Professor, School of Education
 - d. Director of Student Teaching
 - e. Supervising Teacher
 - f. Miscellaneous individuals
 - g. Fellow students
 - h. Dean of Men
3. When the average point value on all items listed were noted, the graduates indicated the following to have been most helpful: (in the order of rank)

- a. Dean, School of Education
- b. Professor in subject-matter area
- c. Professor, School of Education
- d. Supervising Teacher
- e. Director of Student Teaching

4. Opinions of the secondary teacher graduates indicate present requirements as to scholastic average and health to be highly satisfactory. In respect to Speech, while 70.9 per cent indicated the present requirements to be satisfactory, 27.9 per cent indicated the present requirements as "too low".

III. The Academic Education of the Secondary Teacher Education Graduates of the College of the Pacific

1. The total educational program was considered by the majors of the various departments to be "above average" or "excellent" by 74.1 per cent of the respondents. It was given the same rating by 91.4 per cent of the minors in the various departments.
2. The areas of study considered to be most valuable in providing the necessary background for successful teaching were:
 - a. Family Relations
 - b. Psychology

- c. American History
- d. English Literature
- e. Health, Physical Education and Recreation
- f. Speech
- g. World History

3. Seventy four and one-tenth per cent of the majors in all departments considered their preparation in the department of their major to be "above average" or "excellent."
4. In indicating the courses of least value in the areas of their majors and minors, it was only in isolated instances that a course was indicated as such by more than one respondent.

IV. The Professional Education of the Secondary Teacher Graduates of the College of the Pacific

1. A relatively high appraisal for the courses in the School of Education was indicated. Relatively few of the courses were rated as of "no value". Those courses considered to be of greatest value, listed in order of the importance accorded them by the respondents were:
 - a. Directed Teaching
 - b. Department methods course
 - c. Guidance and Counselling
 - d. Child Growth and Development

e. Psychology of Parent-Child Relationships

f. Legal Aspects of Education

2. Sixty four and eight-tenths per cent of the graduates have held positions which were in the same field as their major area of study: 18.5 per cent of the positions were in the field of their minor area of study; 16.7 per cent of the positions were in other subject areas.
3. The two methods of instruction indicated to be of greatest value were:
 - a. First-hand experience or observation followed by critical appraisal or interpretation
 - b. Seminar (directed discussion) based on extensive study by each person in the SEMinar
4. The general methods courses were believed to be of greatest value if taken prior to the directed teaching experience; the departmental methods course, concurrently with directed teaching.
5. The types of directed teaching program indicated as likely to be most valuable were:
 - a. A correlated program of teaching, seminar, and workshop

- b. Half-day of teaching next to last semester at the College of the Pacific providing experience in both the major and minor subjects, followed by a final semester which would provide a seminar or workshop to "round out" the program
- 6. Continuous observation of adolescent youth was indicated to be of "extensive" or "considerable" value by 87.9 per cent of the respondents.
- 7. Only 27.5 per cent indicated they had had opportunities to direct co-curricular activities during their directed teaching experience
- 8. No major problems were indicated by the respondents to have presented themselves during their first years of teaching. "Some" difficulty was indicated in the following:
 - a. Techniques of teaching in the classroom
 - b. Creating interest
 - c. Planning the work for the classroom
 - d. Maintaining discipline

V. Community Participation of Secondary Teacher Education Graduates of the College of the Pacific

- 1. The activities indicated as being of "much" importance to the graduates in their community relationships were:

- a. Interpreting the educational program to the community
 - b. Adjusting to the community in which you live
 - c. Obtaining an understanding of community traditions and customs
 - d. Planning and participating in community programs such as Parent Teacher Association, etc.
 - e. Working cooperatively with members of the community on social and civic projects
 - f. Conforming to community restrictions on your activities
2. Opportunity for education at the College of the Pacific for participation in community activities was indicated primarily in the following:
- a. Using community resources
 - b. Conforming to community restrictions on your activities
 - c. Obtaining an understanding of community traditions and customs
 - d. Adjusting to the community in which you live

CONCLUSIONS

The place and value of guidance is irrefutable. At its best, its spirit should characterize all work within the educational program if that program is to make a maximum contribution to the lives of its students. The extent to which, and the type of guidance which the staff at the College of the Pacific has given to the students has been found by the study to be commendable. However, if this phase of the educational program could be so extended that the students would realize its constant value and avail themselves of its excellent services throughout their entire educational period the secondary teacher education program would reach new heights in its effectiveness.

In considering the total academic educational program of the secondary teacher education graduates of the College of the Pacific, the responses of the graduates indicate the academic preparation which they received at the College of the Pacific had adequately met their needs.

The relatively high appraisal given by the secondary teacher education graduates of the College of the Pacific indicates that the professional phase of the teacher education program is meeting the needs of its graduates. However, the data indicate several areas in which a strengthening thereof would enable the program to become even more

effective. These areas are:

1. Directed teaching
2. Observation and more numerous experiences with adolescent youth
3. Direction of co-curricular activities

The importance of active participation in community activities has been definitely indicated by the secondary teacher education graduates of the College of the Pacific. As such, the College must become increasingly cognizant of its responsibilities in the education of its secondary teachers for active participation in this area. If it is to meet adequately the needs of its teacher graduates, there must be included in the secondary teacher education program opportunities for education which will enable the graduates to take their places in the community not only as effective teachers but as cooperative, effective leaders in the community.

Recommendations for further study. The present study has portrayed the effectiveness of the secondary teacher education program at the College of the Pacific from the point of view of the graduates of the program. To complement this study a similar study should be carried out from the standpoint of the administrators who employ the graduates of the College of the Pacific secondary teacher education graduates.

Comparable studies of value would be similar studies in the field of elementary education.

If such studies could be completed, the School of Education would have a fairly complete picture of the effectiveness of its teacher education program.

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APPENDIX A

COPY OF THE QUESTIONNAIRE SENT
TO THE SECONDARY TEACHER EDUCATION
GRADUATES OF THE COLLEGE OF THE PACIFIC

THE SCHOOL OF EDUCATION SURVEY FORM

INTRODUCTION

Mr.
Mrs.
Name: Miss _____

Address: _____
Street City State

Classification when you entered College of the Pacific:

Junior _____ Senior _____ Grad. _____

Degree College Granting Year
Degree

Degrees Held: _____

Have you taken college work since completing your work at C.O.P.
College where Work was Taken Year

What type of credential did you receive through C. O. P.?

Type of Teaching Teaching
Credential Major Minor Year

Have you received any other credential since completing your work at C. O. P.?

Type of Credential Year

What positions have you held since completing your work at C. O. P.? (Please list them in chronological order)

Position	Subjects taught	Name of School	Location (City, State)	Inc. Dates

GUIDANCE

1. Did you receive any guidance during your program of study at C. O. P. relative to the following? If so, by whom? (Please indicate the amount of advice as follows: "1"--person of greatest help; "2"--person whom you would rate as second in helpfulness; "3"--person whom you would rate as third in helpfulness; etc.)

<u>ADVICE RECEIVED</u>		<u>PERSON GIVING ADVICE</u>									
		A Professor in School of Education	A Professor in your subject-matter area	Dean of Men	Dean of School of Education	Placement	Secretary	Supervising Teaching	Director of Student Teaching	Fellow Students	Others:
Yes	No										
		1. Your aptitude for teaching as a vocation:									
		a. Scholastic aptitude									
		b. Personal aptitude									
		c. Social aptitude									
		d. Physical aptitude									
		2. Your philosophy of Education									
		3. Selection of your particular areas of specialization									
		4. Selection of specific courses									
		5. Areas in which you could make the greatest contribution									
		6. How to apply for a position									
		7. Advisability of accepting a particular position									
		8. Assistance "on the job"									
		9. Others:									

2. To what extent do you feel that the present scholastic average of 1.5 required for acceptance to the teacher education program at C. O. P. is satisfactory?

a. Too high _____ b. Too low _____ c. Satisfactory _____

3. To what extent do you feel the requirements of C. O. P. in the areas of health and speech are satisfactory?

<u>Requirement</u>	<u>Too High</u>	<u>Too Low</u>	<u>Satisfactory</u>
Health			
Speech			

ACADEMIC EDUCATION

1. Which courses in the major and minor subject areas of your pre-service education have proved to be the most valuable? Least valuable? What courses do you wish you could have taken?

	<u>Most Valuable</u> <u>Course</u>	<u>Least Valuable</u> <u>Course</u>	<u>Courses I would</u> <u>like to have taken</u>
In major field			
In minor field			

2. To what extent do you consider your education in your major and minor subjects adequate for your needs as a teacher in those fields?

	<u>Excellent</u>	<u>Above</u> <u>Average</u>	<u>Average</u>	<u>Poor</u>
Major field				
Minor field				

3. To what extent do you consider the following areas of study as essential in providing the necessary background in order to make the teacher's contribution to the lives of the students as rich and meaningful as possible as well as to achieve his own personal desires for a rich and full life?

PREPARATION
NEEDED

FIELD OF STUDY	Extensive	Considerable	Some	Very Little	None
American History					
European History					
World History					
Economics					
Sociology					
Political Science					
Ancient Language (Latin, Greek)					
Modern Foreign Languages					
Ethics, Religion					
Philosophy, Logic					
Mathematics					
Physical Science (Chemistry, Physics, etc.)					
Biological Science (Botany, Zoology, etc.)					
Fine Arts (Music, Art, Architecture, etc.)					
Health					
Physical Education					
Practical Arts (Agriculture, Industrial Arts)					
Commercial Arts (Typing, Shorthand, Accounting)					
English Composition					
English Literature					
American Literature					
Principles of Effective Speech					
Psychology					
Marriage and Family Relations					

COMMUNITY ACTIVITIES

1. What opportunities were provided in your education program prior to your directed teaching or while you were a credential candidate for the following? How important do you consider these to be in the preparation of a teacher to take his place as an active and participating member of the community?

OPPORTUNITIES			IMPORTANCE		
Much	Some	None	Much	Some	None
		a. Adjusting to the community in which you live			
		b. Participating in community forums or meetings			
		c. Participating in financial campaigns for school or civic improvements			
		d. Dealing with organized groups such as occupational or pressure groups			
		e. Conducting business transactions with members of the community			
		f. Conforming to community restrictions on your activities			
		g. Using community resources			
		h. Obtaining an understanding of community traditions, customs			
		i. Interpreting the educational program to the community			
		j. Planning and participating in community programs such as parent teacher meetings, exhibits, open houses, etc.			
		k. Working cooperatively with members of the community on school and civic projects			
		l. Serving in the community by judiciously participating in social and civic groups			
		m. Others:			

PROFESSIONAL EDUCATION

1. As you look back upon your work in the School of Education, how valuable were the Education courses which you took?
(Check only the courses which you took)

VALUE

<u>COURSES IN EDUCATION</u>	Extensive	Considerable	Some	Very Little	None
History of American Education					
History of European Education					
Educational Sociology					
Principles of Secondary Education					
General Methods of High School Teaching					
Directed Teaching in High School					
Tests and Measurements					
Guidance and Counselling					
Introduction to Audio-Visual Methods					
Audio-Visual Methods of Teaching					
Current Educational Literature					
The School Curriculum					
Techniques of Research					
Legal Aspects of Education					
Problems of School Housing					
Secondary School Problems					
Departmental Methods Courses					
Psychology of Parent-Child Relationships					
Educational Psychology					
Psychology of Adolescence					
Mental Hygiene					
Child Growth and Development					

2. In what areas did you find major difficulties or problems as a beginning teacher? Please indicate the extent of the problem as follows: "1"--major difficulty or problem; "2"--some difficulty; "3"--little difficulty; "4"--no problem.

- ☐ a. Relations with students
- ☐ b. Techniques of teaching in the classroom
- ☐ c. Maintaining discipline
- ☐ d. Planning the work for the classroom
- ☐ e. Creating interest
- ☐ f. Social life in the community
- ☐ g. Understanding the community
- ☐ h. Parent relations
- ☐ i. Getting along with co-workers on the staff
- ☐ j. Others:

3. From what methods of instruction used in your various Education courses did you derive the greatest value? Please rate them as follows: "1"--greatest value; "2"--second in value; "3"--third in value; "4"--fourth in value; etc.

- ☐ a. Formal lectures with suggested or required readings.
- ☐ b. Informal lectures with required readings
- ☐ c. Assigned readings with recitation and quizzes
- ☐ d. Informal discussion
- ☐ e. First-hand experience or observation with critical appraisal and interpretation following
- ☐ f. Informal discussion with prepared papers and reports
- ☐ g. Seminar (directed discussion based on extensive study by each person in the seminar)
- ☐ h. Individual projects and directed study
- ☐ i. Case studies
- ☐ j. Correlation of principles with observation and contacts with adolescent youth
- ☐ k. Others:

4. At what time in the educational program do you believe the methods courses would be of greatest value to the prospective teacher? (Check one item in each of the two columns.)

	General Methods Courses	Departmental Methods
a. Prior to Directed Teaching		
b. Concurrent to Directed Teaching		
c. Subsequent to Directed Teaching		

5. Do you believe that continuous observation and contacts with adolescent youths starting at the time you first begin your work in Education and continuing until you completed your requirements for the credential would be of value?

Very valuable _____ Of Considerable Value _____ Of Little Value _____ Of Doubtful Value _____ Of no Value _____

6. What opportunities did you have to become acquainted with adolescent youth apart from your experience at C.O.P.

- _____ a. Summer Youth Camp Counselling
- _____ b. Teaching Sunday School Class
- _____ c. Directing church youth activities and groups
- _____ d. Directing community or other recreational groups
- _____ e. Others: (please list)

7. From your experience, what program of directed teaching do you feel would be most valuable? Please rate each suggestion in order of preference: i.e., "1"--first choice; "2"--second choice; "3"--third choice; "4"--fourth choice; etc.

- _____ a. One period per day in the major subject the last semester at C. O. P.
- _____ b. A half-day per semester the last semester at C. O. P. providing experience in both the major and minor subject areas.
- _____ c. A half-day per semester, providing experience in both the major and minor subjects followed by a final semester at C. O. P. which would provide for a seminar or workshop in which one would "round out" the program and seek to eliminate difficulties or weaknesses discovered during the directed teaching program.
- _____ d. All-day off-campus student teaching with occasional supervision from C. O. P.
- _____ e. A correlated program of teaching, seminar, and workshop; i.e.,
 - 1. Teaching--half-day, in both major and minor subject areas

2. Seminar--presentation of methods, techniques, and problems for application during student-teaching program
3. Workshop--opportunity to work out application of methods, techniques, etc. presented in the seminar as well as solving problems encountered during the teaching experience.

____ f. Others: (Please list and explain your suggestion)

8. What opportunities did you have for directing co-curricular activities during your directed teaching?

- | | |
|----------------------|----------------|
| ____ a. Extensive | ____ d. Little |
| ____ b. Considerable | ____ e. None |
| ____ c. Some | |

9. List and evaluable in terms of value to you as a teacher those physical, creative, intellectual, social, and group activities and experiences which you had at C. O. P. which you feel have contributed toward your success in handling co-curricular activities.

VALUABLE EXPERIENCES	VALUE		
	Great	Some	Little
a.			
b.			
c.			
d.			

10. Check the activities listed below which you believe should be an essential part of every student-teacher's program:

- | | |
|---------|--|
| ____ a. | Participation in some community function sponsored by the school |
| ____ b. | Attend faculty meetings |
| ____ c. | Attend school assemblies |
| ____ d. | Assist in the supervision of the noon recreational program |
| ____ e. | Assist in chaperoning field trips |
| ____ f. | Assist in chaperoning school social functions |
| ____ g. | Assist in planning school social functions |
| ____ h. | Assist in sponsoring clubs |
| ____ i. | Assist in direction of student government |

____j. Assist with school-plays--publication, speech activities, ticket sales, etc.

____k. Others:

11. What suggestions do you have for the education of prospective teachers at C. O. P. which you feel would increase their effectiveness as teachers in the secondary schools of today?

APPENDIX B

COPY OF THE LETTER ACCOMPANYING THE QUESTIONNAIRE SENT
TO THE SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC

~~Chico State College~~
~~COLLEGE OF THE PACIFIC~~

~~194~~

SCHOOL OF EDUCATION

~~Chico~~
~~Stockton, California~~

~~April 9, 1949~~

Sept. 1, 1961

Dear Alumni Member:

In order that the contribution of the School of Education may be as effective as possible to prospective teachers in the secondary field, a survey of its program is contemplated. The enclosed Survey Form is being sent to those who received a Secondary Teaching Credential from the College of the Pacific from 1941-1948. This group was chosen because we thought the information they could give us would have the greatest significance in planning the future program of the School of Education.

We realize that you are very busy, but will you kindly take a few moments to fill out the Survey Form and return it as soon as possible? If there are any suggestions that you would like to make which are not covered by the questions, we should appreciate your enclosing them with the Survey Form. We will consider the information as strictly confidential.

Your cooperation in this study will be greatly appreciated. It will be of great significance in planning the most effective program for the educational program of prospective teachers in the College of the Pacific. Thank you for your cooperation in this project.

Very truly yours,

~~J. Marc Jantzen~~
Dean, School of Education

~~J.~~

~~Enclosures 2~~

APPENDIX C

COPY OF THE FIRST POSTAL CARD FOLLOW-UP SENT TO THE
SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC

School of Education, College of the Pacific
Stockton, 27, California, April 29, 1949

On April 9 a Survey Form concerning the Effectiveness of the Teacher Education Program at C. O. P. was mailed to you. Inasmuch as we are anxious to complete the study, we will greatly appreciate the receipt of your completed Survey Form. Will you kindly complete it and return it at your earliest convenience? Thank you for your cooperation.

J. Marc Jantzen
Dean, School of Education

APPENDIX D

COPY OF THE SECOND POSTAL CARD FOLLOW-UP SENT TO THE
SECONDARY TEACHER EDUCATION GRADUATES
OF THE COLLEGE OF THE PACIFIC

School of Education, College of the Pacific
Stockton 27, California, May 10, 1949

On April 9 a Survey Form concerning the Effectiveness of the Teacher Education Program at C. O. P. was mailed to you. Perhaps you have already completed it and returned it; if so, please disregard this card. If you have not returned it, will you kindly do so at your earliest convenience so that we may complete the tabulation of the results? The success of this project depends upon the completion and return of the Survey Forms. May we have yours? Thank you for your cooperation.

J. Marc Jantzen